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ABSTRACT

This study examined in detail the success factors of guidance counselors in the College Discovery and Development Program in New York City. The writer attempted to approach the study of human dynamics and humanistic qualities on several levels: the philosophical, the psychological, the organizational, and the experiential. The program sought to discover the economically and culturally deprived underachievers and to help them succeed academically and personally in high school. The student body in College Discovery consisted mainly of blacks and Puerto Ricans. Some of the sociological and psychological aspects of this population were explored in an effort to better counselor understanding and to fulfill the needs of youngsters. The use of the affective domain appeared to contribute to counselor effectiveness and to the students' understanding and acceptance of themselves. Some insight was furnished as to the organization and administration of College Discovery. As a result of this study and experiences, suggestions and recommendations were made in several areas. Some limitations of the study were also cited. (Author/PC)

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A STUDY OF HUMAN DYNAMICS AND HUMANISTIC QUALITIES AS FACTORS WHICH CONTRIBUTED TO THE SUCCESS OF GUIDANCE COUNSELORS IN A SPECIALIZED PROGRAM

by

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A woman of worth who can find?
For her price is far above rubies.

This work is dedicated to my beloved wife, Evelyn. I never could have succeeded without her immeasurable devotion and unwavering support.

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CHAPTER I

INTRODUCTION

Background of the Study

It is fundamental that high schools in New York City were established for the needs of the students and society. However, it appears that over the years students have had to submit themselves to patterns of behavior by which course requirements were met and the students were graduated. It seemed high school graduates theoretically were ready to take their places in colleges and society. The high schools may have served their purposes in fulfilling the cognitive or intellectual needs of the students, but the affective or emotional needs of the students might not have been as adequately served. Perhaps the simultaneous achievement of cognitive and affective goals was ideally sought but much too often there was a disparity.[1] "Confluent education" is the term used in the fusion of the affective and cognitive elements in learning--also known as humanistic or psychological education.[1]

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[1] David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia, Taxonomy of Educational Objectives, Handbook II: Affective Domain (New York: David McKay Company, Inc., 1956), pp. 54-60.

Although confluent education would appear to be necessary in the education of students, the average teacher could not or did not utilize fully the affective aspects or emotional involvement in the learning experiences. A New York City study stated:

> Until recently, little or no explicit attention has been given to planned learning experiences which deal directly with emotional growth and encourage youngsters to explore themselves and their relations to others.[2]

Presently, in the City of New York, secondary school teacher licensing requirements do not mandate guidance or psychologically oriented courses.[3] It seemed that as teachers were not formally required to take these courses, there was limited background in dealing with the affect in the classrooms; the training in the cognitive domain appeared more intensive. The teachers, therefore, had been more familiar and comfortable with cognition in the classrooms. Their supervisors, in turn, having received training similar to the teachers they supervised, had been equally as familiar and comfortable with cognition. It was also easy to suggest that guidance counselors act as resource persons to the staff but there were time limitations and other job demands which had realistically reduced the counselor's effectiveness.[1]

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[1] George Isaac Brown, Human Teaching for Human Learning: An Introduction to Confluent Education (New York: The Viking Press, 1971), p. 1.

[2] Bureau of Educational and Vocational Guidance, Board of Education of the City of New York, Agenda for Action: A Report of the Guidance Advisory Council to the Board of Education of the City of New York (1972), p. 71.

[3] Board of Education of the City of New York, Board of Examiners, Eligibility Bulletin G-2A, November, 1973.

Whether we referred to Roger's "fully functioning person,"[2] Maslow's "self-actualizing person,"[3] or Hayakawa's "genuinely sane individual,"[4] these terms were in the existential sense and presumed individual fulfillment and a more productive society. The students' needs toward the fulfillment process had to involve emotions and feelings which could not be ignored. The students' affective continuum of actively receiving, responding, valuing, conceptualizing, and organizing or internalizing could not come from a vacuum; the students needed constructive help during their formative years for self-esteem, appropriate direction in interpersonal relations, responsible citizenry, and relative contentment.[5] Unless the students had been actively involved and well on the road to self-actualization, it was rather futile to discuss educational and vocational goals with them. It seemed likely that unaware individuals, individuals in the throes of an identity crisis, and individuals with confused sets of value systems could not be expected to make responsible decisions concerning their futures. The situation was even more complicated if the students had personal and family problems with which they had been unable to cope.

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[1] Agenda for Action, pp. 68-69.

[2] Carl R. Rogers, On Becoming a Person (Boston: Houghton-Mifflin Company, 1961), p. 183.

[3] Abraham H. Maslow, Motivation and Personality (New York: Harper & Row, Publishers, Inc., 1954), p. 159.

[4] Samuel I. Hayakawa, Symbol, Status, and Personality (New York: A Harvest Book, Harcourt, Brace & World, Inc., 1963), p. 55.

[5] Krathwohl, Taxonomy of Educational Objectives, pp. 49-50.

The guidance counselor might be the apparent catalyst or facilitator within the school plant setting who was trained to relate somewhat more meaningfully, intensively, and supportively, compared to the rest of the staff. He, himself, needed the support of the community to understand what his functions were and how he could best operate. For example, since 1970 there had been a reluctance in New York City to provide the funds necessary for an adequate number of guidance counselors; some people may have been unaware that both guidance and counseling served as teaching-learning processes and experiences. Counselors should have been provided in the same relatively manageable ratios to the student body as teachers. As a teacher could not have successfully taught reading with a teacher-pupil load of 1:1,200, neither could a guidance counselor reasonably have been expected to have done a proficient job with a similar load; however, that was often the case in

New York City. A survey team's report stated:

> The secondary schools of New York City currently employ 222 regular full-time guidance counselors to serve the basic needs of about 93 per cent of the total high school population. The remaining 7 per cent is served by an additional 160 counselors through special, and usually separately funded, guidance related programs. Because of the ever-changing nature of the program, these figures represent the best available estimates of resource allocation at the time of this report.
>
> . . . The regular 222 school counselors are distributed in such a fashion that the counselor-student ratio ranges from 1:280 to 1:1,300, with an average ratio of 1:1,200 (1:250 is the ratio recommended by the professional associations). As the Bureau of Educational and Vocational Guidance reports, compared to other U.S. cities where approximately 5 per cent of the total school budget is spent on guidance, New York City allocates about 1.3 per cent, or $19,000,000 for that purpose. This amount covers the elementary as well as the secondary schools.[1]

For the 222 counselors to perform their jobs effectively in the situation described above, probably would be a most difficult task, and a disservice to the student body who depended on these counselors.

This writer was a high school guidance counselor to part of the 7 per cent of the student body serviced, in a program called The College Discovery and Development Program. It was within the framework of this program that constructive things happened to help promote growth and job satisfaction of the counselors.

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[1] Agenda for Action, pp. 24-25.

Basis and Scope of Present Study

This study examined various aspects of human dynamics and the kinds of humanistic qualities by which guidance counselors were able to achieve success in an educational program, The College Discovery and Development Program. Some of the elements or dimensions examined were based on the writer's background of close association with the program since its inception in 1965. The previous survey team's horizontal study of CDD appeared grossly cognitive in their evaluation approach of the CDD guidance counseling.[1] An effort was made to strike a better balance by demonstrating, directly and indirectly, the dimensions of affect in the actual process of "confluent counseling." The present study examined some of the humanistic aspects of the program in the interaction of administrators, coordinators, teachers, workshop facilitators, parents, and students with guidance counselors, as well as the interaction of guidance counselors with other guidance counselors.

The selected group of guidance counselors in the study were the entire fifteen guidance counselors involved with CDD (three to each of the five borough centers in the City of New York).

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[1] Human Affairs Research Center, _An Evaluation of the 1970-71 ESEA Title I College Discovery and Development Program_ (New York, 1971).

The survey team's horizontal study of CDD was over 400 pages long, but only about 8 per cent was devoted to the overview of the guidance aspects.[1] It therefore appeared that there was a great need for a vertical study of the guidance services.

Description of The College Discovery and Development Program

During the fall term 1965, the New York City Board of Education and the Division of Teacher Education of The City University of New York co-sponsored a program known as The College Discovery and Development Program (also known variously and more popularly as College Discovery, CDDP, CDD, or CD). The financial base of the program is generally underwritten by the federal government. The objectives of this specialized program were to discover the economically and culturally deprived underachievers and to help them to succeed academically in high school. It was hoped that through various supportive services, not only would they grow mentally and emotionally throughout their high school careers, but also that these services and experiences would help nurture and sustain them throughout their college careers.

The target population had been selected from the recommendations and with the assistance of ninth grade guidance counselors from the secondary schools in New York City, from community action programs, and from social agencies. The process further involved screening of the reading levels, income limitations, and "life chances" of the students by City University. The final screening was done by the CDD guidance counselors from the five receiving schools, one school from each of the five boroughs: Brooklyn, Bronx, Manhattan, Queens, and Richmond. In this screening the CDD guidance counselors looked for factors such as the kinds of recommendations given by the ninth grade guidance counselors and the impressions students made in compositions describing why they desired admission into CDD. Evidence of success, such as where one or two subject area grades were average or high and others may have been marginal or failures, were also taken into consideration. The number of students that were accepted was about one hundred from each borough. Previously those who were graduated from CDD were guaranteed admission to a unit of City University. Since 1970, however, all graduates were guaranteed some seat in City University's network of senior and community colleges under a city-wide Open Admissions Policy. The CDD program features were still viable in that attitudes and skills developed would enable most students to enter a senior college of their choice rather than to go to a community college, and to help them academically to survive once they did go to college.

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[1] *Ibid.*

The CDD program features included the following:

1. The students were to take a college preparatory program.

2. The City University consultants in various disciplines were available to the CDD counselors and other staff members. The CDD Project Coordinator from the Bureau of Educational and Vocational Guidance at the Board of Education, as well as the CDD Director of Program at City University of New York, worked closely with the counselors.

3. College students and peer, i.e., CDD peer, students helped to tutor.

4. The CDD class size throughout the city was restricted to twenty students or less, most classes having ten to fifteen students. Each counselor had a case load of approximately one hundred clients that allowed for time, familiarity, and great service to the students.

5. Cultural opportunities were afforded, such as going to ballets, concerts, and Broadway shows, without charge to the students. Field trips were made to colleges and other points of interest.

6. The parents were constantly consulted on matters concerning their children.

7. Enrichment materials were supplied, such as learning aids, paperback books, and paints.

8. Double classes were provided in basic subjects, such as in English, reading, and mathematics.

The Success of College Discovery

The College Discovery and Development Program had been proclaimed a "success" from several sources. The U.S. Department of Health, Education and Welfare called the nation's attention to the CDD Program as an outstanding example of a Title I funded, compensatory program.[1] An independent survey or evaluation team reported that the guidance programs continued to be the most stable and the most successful aspects of the CDD Program, providing services for every student at each grade level, both in individual and group counseling.[2]

Students who answered a questionnaire with eighty helpful items asking how the CDD program had assisted them, chose counseling as the most frequent response.[3] Reactions to the CDD program through questionnaires and interviews obtained from CDD personnel, CDD and host school administrators, adjuncts, and parents gave the greatest approval to the guidance services and small classes.[4]

CDD students constituted 12 per cent of a graduating class of over 400 students but they received 33 per cent of the 106 honors and awards.

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[1] Human Affairs Research Center, College Discovery and Development Program, p. 1.

[2] Ibid., p. xx. [3] Ibid., p. 70. [4] Ibid., p. 298.

Methodology

This study examined and discussed:

1. Some of the literature dealing with the sociological, philosophical, and psychological orientation in counseling.

2. The organization and administration of the guidance aspects of CDD.

3. The routine procedures and activities in one of the five guidance centers serving as a microcosm of work in the guidance aspects of CDD.

4. Appropriate evaluation data administered to staff, parents, and students; some personal insights had been included.

5. The CDD counselors' background and development.

6. Several case studies of the students' perceptions of the utilization of the guidance services.

7. Suggestions or proposals to innovate, supplement, or strengthen New York City school guidance services based on present experiences.

Implications of the Study

Some of the implications of the study might be:

1. In the formulation of criteria for counselor education.

2. In New York City counselor examination design, and model for possible changes in New York State

certification procedures.

3. As a frame of reference for similar educational projects as The College Discovery and Development Program.

4. In fortifying aspects of present guidance services both within and without CDD.

5. In raising the level of awareness in the construction of new concepts or dimensions in guidance education, based on present counselor and program experience.

6. In new proposal designs involving guidance counselors for grant requests.

7. In better understanding of the role of affect in counseling and the psychological tools in counselor education and procedures.

8. In some assessment of questionnaires, taped interviews, and observations as appropriate and effective counseling instruments.

Summary

Students were graduated from high school with their education incomplete, as their affective or emotional needs were largely inadequately served. Confluent education, an ideal, was not achieved as teachers were not as well trained in the affective domain as in the cognitive domain. Guidance counselors had some difficulty in being effective resource persons because of many other demands made upon them.

The emotional needs of students had to be met before they could be equipped to make responsible decisions affecting their futures. The trained person who possibly could have best made contributions to the self-actualization of the student was the guidance counselor. Guidance is teaching, and more funds should have been provided for counselors with realistic work loads. Where work loads were small, as in special programs such as The College Discovery and Development Program, counselors were able to give intensive support for student success.

The basis of the present study was an examination of the humanistic qualities and human dynamics at work that had contributed to the success of CDD. Implications of the study reached into counselor education, licensing and certification procedures, proposals and fortifications in guidance services, utilization of psychological techniques, and the assessment of counseling instruments. The methodology included examination of literature, CDD organization and administration evaluation data, counselors' background and development, case studies, and, finally, recommendations. The first of the methodology, an overview of the related literature, is reviewed in Chapter II.

CHAPTER II

OVERVIEW OF THE RELATED LITERATURE

In the total CDD student population, 59.4 per cent were black students, 21.6 per cent were Hispanic students, while 19 per cent were "other."[1] In the school serviced by this writer as guidance counselor, 72.1 per cent of the CDD students were black, 24.8 per cent were Hispanic, while 3.4 per cent were "other."[2] Almost all of the Hispanic students at this school were Puerto Rican. Virtually all of the students came from inner city or ghetto areas.

If the human dynamics involved with the counseling process of CDD counselors were to be effective, the counselors perhaps had to be aware of the ethnic-cultural and psychological forces inherent within themselves and their clients. In this way, the humanistic qualities of the counselors could be developed and applied meaningfully toward confluent goals. It was also incumbent upon the counselors to be aware of the philosophical foundations of counseling as well as ongoing psychotherapeutic schools and techniques.

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[1] Human Affairs Research Center, College Discovery and Development Program, p. 21.

[2] Ibid.

The overview of the literature, therefore, is presented in three main areas: ethnic-related literature, philosophical aspects of counseling, and counseling and psychotherapeutic problems and developments.

Ethnic-Related Literature

There was available an excellent annotated compendium of black-oriented literature that could benefit the scholar. All phases of black life were cited, such as history, biography, social institutions, individual characteristics, intergroup relations, urban problems, employment, education, and many other categories. Miller, in her preface, pointed out:

> It is hoped that by embracing many fields . . . the bibliography may not only aid those working in several areas, but may point up gaps in knowledge and to some extent the relative urgency of problems.[1]

Brown wrote about his growing-up years in Harlem and the travails of living in Harlem. His "education" included experiencing squalor, crime, and degeneracy. He was able to break out of his psycho-sociological "cage" and eventually went to law school.[2] Malcolm X, another Harlem resident and a convert to the Black Muslim movement, was a fiery and powerful activist orator. His painful autobiography depicts a man raised with restlessness and desperation.[1] A year or two before Malcolm X was murdered, this writer interviewed him; part of the interview was carried in a spread by a national magazine with a large circulation.[2] Malcolm X, a troubled man, was a master in the use of semantics and rationalization, but he deeply impressed this writer with his poise and style. When he declared, "1964 will be America's hottest year, a year of much racial violence and much racial bloodshed,"[3] many citizens took note of his prediction with trepidation. As if by signal, during the long, hot summer of 1964 great race riots did occur in Alabama, Illinois, Maryland, New York, and Pennsylvania. His autobiography was a microcosm of the psychological forces that generated revolutionary spirit in a black man. King, however, chose another path--to better interracial relations and progress--a path of nonviolence.[4]

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[1] Elizabeth W. Miller, ed., The Negro in America: A Bibliography (Cambridge, Mass.: Harvard University Press, 1966), p. xi.

[2] Claude Brown, Manchild in the Promised Land (New York: The Macmillan Company, 1965).

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[1] Malcolm X, The Autobiography of Malcolm X (New York: Grove Press, Inc., 1966).

[2] "New Pitch from Malcolm X," Life Magazine, August 2, 1963, p. NY8.

[3] George Breitman, ed., Malcolm X Speaks (New York: Grove Press, Inc., 1966), p. 48.

[4] Martin Luther King, Jr., Why We Can't Wait (New York: Harper, 1963).

Black psychologists perceived the psychological aspects of their ethnicity differently. It has been felt that there is a black and a non-black view of human behavior, and that the black could not resolve color-based inner conflicts until there was acceptance of oneself as a _black_ person. A psychological defense to reduce black anxieties would be to accede to white life-styles and expectations. On the other hand, other black psychologists felt a concentration on "blackness" could result in black paranoia and could be self-defeating; there was no empirical evidence that a "black mystique" existed. The counselor's task, it was felt, was to help the black into a self-actualizing person and the counselor should not submit to racially oriented pressures and myths. He should dispel neurotic racial bugaboos by effective counseling techniques. There has been conflict concerning the relevancy in the use of black counselors for black clients. The need for affect in counseling blacks was stressed, as in the use of empathy in working with the culturally different.[1]

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[1] For example, see Reginald L. Jones, ed., _Black Psychology_ (New York: Harper & Row, Publishers, Inc., 1972), p. xi. In the same book see also the following articles: Charles W. Thomas, "Psychologists, Psychology, and the Black Community"; Roderick W. Pugh, "Psychological Aspects of the Black Revolution"; Martin H. Jones and Martin C. Jones, "The Neglected Client." In addition, note Clemmont E. Vontress, "Counseling Blacks," _Personnel and Guidance Journal_, XLVIII (May, 1970, 713-719; and Ronald Rousseve, "Reason and Reality in Counseling the Student-Client Who Is Black," _The School Counselor_, XVII (May, 1970), 337.

Glazer and Moynihan made a generalized study of the Negroes, the Puerto Ricans, and other minorities living in New York City. They concluded that there are "problems in finding enough colored Americans with the motivation, training, and ability to fill the opportunities that are available."[1] Negro girls appear to have achieved better in school than boys; within a lower class group, education was a threat to masculinity but not to femininity. Negro parents did place a high value on education, and educational attainment and social and educational successes abound; however, so many academic records were found wanting. The authors further suggested the answer was in the home, family, and community--not in terms of values in reference to education, but in its conditions and circumstances. These conditions and circumstances centered upon two hundred years of slavery and one hundred years of discrimination.[2]

Focusing upon the Puerto Rican, Glazer and Moynihan stressed that although many of the youngsters left school at an early age, Aspira worked closely with students and parents, and ran the gamut in trying to provide information and educational opportunities. Young Puerto Rican leaders saw "Puerto Ricans as following in the path of earlier ethnic groups that preceded them, and spoke of them as models of emulation rather than as targets for attack." Puerto Ricans emphasized achievement and played down discrimination that might be met in goal attainment.[1]

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[1] Nathan Glazer and Daniel Patrick Moynihan, Beyond the Melting Pot (Cambridge, Mass.: M.I.T. Press, 1963), p. 41.

[2] *Ibid.*, pp. 24-35.

Suttles also conducted a sociological study about ethnicity in an inner city. He wrote that "each school 'belongs' to a particular ethnic group in the . . . area." The surviving minority group members "usually take on the ingratiating manner of a humble guest . . . [or] they must fend for themselves."[2] This takes place when Puerto Ricans, as an example, are in a school that "belongs" to Negroes.[3] The inherent guidance implications dealt with the defensive and insecure students who saw themselves as a "minority within a minority." Hanlin also observed, in a demographic study of Negroes and Puerto Ricans in New York City:

> The colored Puerto Rican wished above all to avoid the stigma of identification with the Negro and he could do so only as establishing himself as a Spanish-speaking Puerto Rican. On the other hand, whiteness becomes an important asset to the remainder of the Puerto Ricans in this country. As soon as some improvement of status enabled them to escape, there was an incentive to dissolve the ties with the group and lose themselves in the

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[1] Ibid., pp. 86-136.

[2] Gerald D. Suttles, The Social Order of the Slum (Chicago: The University of Chicago Press, 1968), p. 58.

[3] Ibid.

> general category of whites. This was particularly important in the second and third generations, as the difficulty of securing any reliable estimate of the number testified.[1]

In another demographic study, this one dealing exclusively with Puerto Ricans in New York City, Senior reported that "the Negro often misunderstands the fact that the dark or even black Puerto Rican does not react as the Negro expects him to react."[2] Senior remarked that Negro reactions toward Puerto Ricans ranged from acceptance to outright hostility. The Youth Conference of the NAACP, at one time, insisted that no more immigrants from Puerto Rico be allowed to enter the mainland. A Harlem group asked that Puerto Ricans in certain fields lose their jobs so that Negroes could take their places.[3] In a different study, Senior stated: "The dark-complexioned Puerto Rican is puzzled and frustrated by the color barriers; he was never taught at home to 'act like a Negro.'"[4] Senior added that generally the darker the skin the Puerto Rican had who lived in New York City, the longer he clung to the mother tongue.

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[1] Oscar Handlin, The Newcomers: Negroes and Puerto Ricans in a Changing Metropolis (New York: Anchor Books, 1962), p. 60.

[2] Clarence Senior, The Puerto Ricans (Chicago: Quadrangle Books, 1965), p. 46.

[3] Ibid., p. 47.

[4] Clarence Senior, "Research on the Puerto Rican Family in the United States," Journal of Marriage and Family, XIX (February, 1957), 36.

Often a family situation was exacerbated when a child learned English more quickly than his parents. Senior stated: "English may then be used to assure higher 'bargaining power' in a family situation in which the parents were already losing some of their authority because of culture conflict."[1]

While Brown graphically described his plight as a black, Thomas[2] described a parallel kind of life as a Puerto Rican in Spanish Harlem. Thomas' book gained much notoriety in court cases in which parents in many communities sought to ban his book as obscene. Much psychological and sociological insight could be gained in vicariously re-living a sordid life as a minority youngster. Lewis' book was a huge, scholarly, broader based work describing an entire Puerto Rican family in the culture of poverty, both in San Juan and in New York.[3]

There was no discernible literature written by Puerto Rican guidance counselors or psychologists available in reference to the guidance or psychology of that ethnic group. This phenomenon, of course, contrasts sharply with materials available in relation to Negroes. A demographic survey might help us with a possible appraisal of the situation. The 1960 census indicated 892,513 Puerto Ricans living in this country; New York City had 612,574 (68.6 per cent of the United States total). Although the number was insignificant for the rest of the United States, the Puerto Rican population in New York City constituted about 8 per cent of the total population of the city.[1] In New York City "whites had completed a median of 10.2 years in school, compared to 9.5 years for non-whites and 7.6 years for Puerto Ricans."[2] In the educational field only 235 out of 42,233 professional educators in 1963 were Puerto Rican, or 0.6 per cent.[3] It appeared that the Puerto Rican had a much smaller population than Negroes and were also less apt to be college graduates and educational professionals majoring in guidance or psychology in proportion to their numbers. The Puerto Rican ethnic group had shown no endeavor "to take up the slack" to date.

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[1] Ibid., p. 37.

[2] Piri Thomas, Down These Mean Streets (New York: Signet Books, 1968).

[3] Oscar Lewis, La Vida (New York: Vintage Books, 1968).

There is an additional plausible explanation for lack of Puerto Rican guidance counselors or psychologists. Rogler and Hollingshead indicated that they have been able to draw "the tentative conclusion that [Puerto Rican] persons in the [predominantly] lower class rely upon spiritual beliefs and practices as therapeutic outlets for mental illnesses."[1] They further explained that there was a cultural stigma of attending a psychiatric clinic and being charged as loco (crazy). There was wide acceptance of the therapeutic role of the quasi-professional group, the spiritual mediums.[2] This cultural inbreeding may consciously or unconsciously make the Puerto Ricans reluctant to pursue fields which they feel may be unpopular. In New York City, for example, in 1970 only 0.7 per cent of the counselors were Puerto Rican (or a total of about three counselors), as compared to 11.7 per cent of the counselors that were black.[3] There were about twice as many blacks as Puerto Ricans in the general city population.

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[1] Senior, The Puerto Ricans, p. 88.

[2] Board of Education of the City of New York, Puerto Rican Profiles (New York, 1964), p. 59.

[3] Ibid., p. 58.

Philosophical Aspects of Counseling

It is probable that the viability of human dynamics in CDD counseling has been dependent on existential thought or philosophy, namely: the careful nurturing and support of a client to his potential has been helpful in allowing the client to *believe* in himself and therefore to achieve. The use of the affective domain possibly has been an effective instrument in the achievement of the client's self-esteem and self-confidence. The humanistic qualities of CDD counselors might have permitted the affective dimensions of counseling to serve as a catalyst in the client's self-actualization process.

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[1] L. H. Rogler, and A. B. Hollingshead, "Puerto Rican Spiritualist as a Psychiatrist," *American Journal of Sociology*, LXVII (July, 1961), 17.

[2] *Ibid.*, pp. 17-21.

[3] *Agenda for Action*, p. 25.

Several writers tend to agree with various aspects of the above paragraph. Strickland, for example, believed that guidance to be viable had to have a philosophical element. He suggested appropriate orientation had to include philosophy, theory, and practice. He did not suggest a lock-step sequence. As philosophical re-evaluation would occur providing additional possibilities in theories and practice, coninuing experimentation with techniques could generate a new philosophical base.[1] Strickland called to our attention that awareness "challenge(s) counselors with the realization that their own philosophical orientations are sources of their own counseling guidelines."[2] Reality, truth, and values are philosophical terms that are intrinsically related to the guidance process. In discussing counseling effectiveness, Strickland concluded:

> The philosophy which is the real force in determining the effectiveness of the counselor is probably his own personalized philosophy, whether it be totally original or totally

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[1] Ben Strickland, "The Philosophy-Theory-Practice Continuum: A Point of View," Counselor Education and Supervision, VIII (Spring, 1969), 165-175.

[2] Ibid., p. 165.

> eclectic. . . . A counselor's philosophy is never static. It is always changing as new data are received and evaluated.[1]

It was the contention of Beck that "only one position in general philosophy has been addressed primarily to the counselors' questions. . . . It is the philosophy of Daseinanalyse."[2] He describes this European-born philosophy as "a way of viewing the human condition which is immediately recognizable to every counselor on the level of feeling, if not on the level of cognition of terms."[3] Inherent in this philosophy is the doctrine that stresses the responsibility of the individual for his own actions.[4]

Daseinanalyse, sometimes called existential analysis or existential phenomenology, involves more than empathy. Beck elaborated:

> It is a system calling for a reconstruction of and a "living along with" the client which exceeds the bounds of merely trying to understand one's client. It employs many insights from psychoanalysis, phenomenology, and existential philosophy. It calls for a re-examination of the question usually in the mind of a therapist: Under what conditions would I behave or feel like that? The question in the mind of the Daseinanalyse practitioner is how can I experience with him (the client) what he is going through, so that I may better understand his meanings, values, and choices? Existential anxiety is viewed as a vital factor in determining life-style and choices.[5]

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[1] Ibid., p. 173.

[2] Carlton E. Beck, Philosophical Foundations of Guidance (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), p. 97.

[3] Ibid. [4] Ibid., p. 126. [5] Ibid., pp. 105-106.

Krathwohl gave us an insight in the continuum of the cognitive and affective domains in counseling by noting comparatively parallel steps.[1] Skill development and active responses were on a higher rung of the ladder of human mental organization. In reality, the route most traversed in education was the cognitive one. Information-giving functions of the guidance counselor were within the cognitive realm, but advanced counseling dealing with attitudes, values, and feelings were within the affective domain. Characteristics of one domain may have had elements of the other within it.

Counseling and Psychotherapeutic Problems and Developments

The CDD counselors in their in-service professional training have attempted to keep up with the current counseling thoughts, problems, and trends in order to be able to discriminate and evaluate these things for themselves.

An item of interest to CDD counselors, for example, has been the relationship of counseling and psychotherapy. Patterson stated:

> Counseling and psychotherapy are two terms for the same function; there is no essential difference in the nature of the relationship, the process, the

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[1] Krathwohl, Taxonomy of Educational Objectives, pp. 49-50.

> methods and techniques, the purposes or goals, or the results.[1]

Strang concurs, but states further:

> It is difficult, and probably unprofitable, to distinguish between counseling and psychotherapy. One process merges into the other as on a continuum or scale, arranged according to the degree of emotional content, depth of analysis, and extent of change in the client's educational and vocational counseling. At one end would be placed the most superficial kind of educational and vocational counseling, which is primarily concerned with the giving of information. Next in order on the scale would be the more thorough self-analysis involved in adequate educational and vocational guidance; then, in order, psychological counseling, psychiatric treatment and psychoanalysis.[2]

The longer the period of time the counselor was able to be in contact with the client, the more there was opportunity to apply psychotherapeutic principles. There was much to be said in favor of a CDD student being assigned to a CDD counselor from the beginning of the student's high school career through graduation.

It should be mentioned that there are those who perceive a distinction between therapy and counseling. Tyler hypothesized, for example: "Therapy generally has as its goal personality change; counseling attempts to bring about the best possible utilization of what the person already has."[1] The difficulty here is that the person may not have had much in the way of utilization because of personality disorientation or personal problems. The process might require more than "minimum change therapy." The counselor may have been the only facilitator realistically available to assist the youngster rather extensively, especially in the inner city.

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[1] C. H. Patterson, "Psychotherapy in the School," in Counseling and Psychotherapy, ed. by Dugold S. Arbuckle (New York: McGraw-Hill Book Company, 1967), pp. 146, 160.

[2] Ruth M. Strang, "Criteria of Progress in Counseling and Psychotherapy," Journal of Clinical Psychology, III (April, 1947), 180.

If the counselor's role is to be supportive and therapeutic, he might want to develop his own humanistic qualities.[2] These humanistic qualities refer to the special affective or emotive attributes of the counselor which may aid him in understanding, diagnosing, and relating positively to the client. Some of these attributes, suggested by humanistic psychologists, include sensitivity, empathy, care, and respect.[3] He might also recognize and understand human dynamics, his role and the role of others in the interplay of psychological forces involved in human relationships and the learning process.

There is a rapidly expanding national public consciousness toward the important work of the guidance counselor, and the growing expanse of education that is incumbent upon him. Warters suggested that there was a growing practice in using the term "counseling psychologist," instead of "counselor"; and that it might be corrective in eliminating as counselors those who were not professionally equipped to fulfill the role. She stated an increasing number of counseling authorities are recommending that the education of counselors be as comprehensive and intensive in scope as that of clinical psychologists.[1]

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[1] Leon E. Tyler, "Minimum Change Therapy," Personnel and Guidance Journal,

[2] Joann Chenault, A Proposed Model for a Humanistic Counselor Education Program," Counselor Education and Supervision, VIII (Fall, 1969), 4-11.

[3] Ibid.

Harper's treatment describing thirty-six different psychotherapeutic systems was a good starting point for the relatively uninformed. The classic theorists all appeared here; and the bibliography, though limited, was representative.[2]

Mintz, in a most informative article, brought the content and meaning of new psychotherapeutic schools and movements since the 1960s up to date. Even the rather bizarre but extraordinarily popular current theory of primal therapy by Arthur Janov was mentioned here; this therapy employs "a continual series of bloodcurdling catharses called primal screams [by which] the patient becomes in touch with pain and thereby rids himself of the need for defensive behavior."[1] In a different article, there was another report about a deployment of pain for therapy, Zalow's "Z-therapy." It is the most recent controversial treatment involving tickling patients back to "emotional liberation."[2] Bizarre therapies were most unlikely to be used within a school setting; they were mentioned here only to denote extremes to which clients may be willing to subject themselves in desperation for emotional cures. Students, too, have become desperate, and not having had anyone to whom to turn, might use drugs or attempt suicide.

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[1] Jane Warters, Techniques of Counseling (New York: McGraw-Hill Book Company, 1964), p. 384.

[2] Robert A. Harper, Psychoanalysis and Psychotherapy (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959).

In the middle 1960s a trend to so-called encounter groups was begun. A group of about eight to fifteen individuals would meet and act out their hostilities, and at the same time would try to establish an esprit de corps by supporting one another. It was a rather delicate balancing act fraught with dangers, especially when the facilitators had little or no training. When no other than Rogers lent his prestigious name to the movement and even wrote a book concerning the encounter groups, the movement won vast popularity and respectability (much of which it probably still has today).[3] However, Rogers in his book admitted that he had only framed a tentative clinical judgment, and that much more needed to be known about the group process.[1]

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[1] Alan L. Mintz, "Encounter Groups and Other Panaceas," Commentary, LVI (July, 1973), 42-49.

[2] "Ticklish Treatment," Newsweek Magazine, July 30, 1973, pp. 74-75.

[3] Carl R. Rogers, Carl Rogers on Encounter Groups (New York: Harper & Row, Publishers, Inc., 1970).

About a year after Rogers' book was published a devastating lead article appeared in the magazine section of a well-known newspaper concerning encounter groups. This article spoke of physical fights at the sessions, participants being hauled to psychiatric clinics for observation, untrained facilitators in quest of their own psyches, even of suicides.[2] Maliver remarked that professionals were becoming increasingly aware that a significant number of people were being hurt. He further added:

> Many observers feel that there is in the encounter movement the essence of profound emotional fascism. Not necessarily a political fascism, but one that elicits emotional conformity, demands the correct behavior and the correct emotion at the designated time, and suppresses criticism.[3]

In the same article Esalen's Schutz was mentioned as stating that graduate school training which included any work related to psychotherapy actually discouraged the qualities needed in a good leader. Schutz published a book observing human dynamics positively in encounter groups, but he cautioned that some activities in the encounters are violent; anyone with heart or other disabilities should avoid these activities.[1]

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[1] Ibid., pp. 38-39.

[2] Bruce L. Maliver, "Encounter Groupers Up Against the Wall," New York Times Magazine, January 31, 1971, p. 4.

[3] Ibid., p. 43.

Maliver concluded his article by declaring:

> Competent, carefully planned group process can work wonders, both in clinical practice and organization settings. But the risks of such experiments (encounter groups) are too great unless the leaders are professionally trained and strive for an atmosphere of confidentiality, non-pressure and, above all, respect for the individual's right to maintain his own life-style or social adaptation if he so chooses.[2]

Mintz postulated that the results of encounter mentality could exceed frustration and disillusionment by the hurting of others. The individual was led to believe parents or society "affect him only to the degree they would impede or expedite his self-realization." He felt more and more people have left "growth centers" dealing with encounter groups for the cults of Eastern religion. The pendulum may swing the other way for some, as new beliefs concerning consolation, tranquility, and the pleasures of obedience to disciplinarian authority enter their phenomenological fields.[3]

Fromm explained the direct connection between the aims of Zen Buddhism and psychoanalysis as the "insight into one's own nature, the achievement of freedom, happiness and love, liberation of energy, salvation from being insane or crippled."[1]

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[1] William C. Schutz, Joy: Expanding Human Awareness (New York: Grove Press, 1967).

[2] Maliver, "Encounter Groupers," p. 43.

[3] Mintz, "Encounter Groups," p. 49.

It was mentioned above that counselor education and effectiveness require a philosophical base. The counselor must also be aware of the extensiveness the guidance process may take and be prepared to use psychotherapy where required. There were many psychotherapeutic schools and techniques and the counselor must use those with which he is comfortable and those which are commensurate with his personality. While the best process ultimately is that which most benefits the student, the counselor must be aware of psychotherapeutic fads and their pitfalls. Encounter confrontations, for example, might be counterproductive in group guidance. Sensitivity groups, however, might be profitable where all concentrated on the positive attributes of students, and the students were mutually supportive and non-threatening to one another.

One should not discount the part religion has played in self-realization. If both the practitioner and client shared similar religious experiences and outlooks, the guidance process may be accelerated. The counselor, however, must be aware of community policy regarding any religious discussion in the public schools. Religion contains much of the same objectives as guidance--the understanding and use of ethics, search for morality, humaneness in spirit and action, and the construct of value sets and systems. Fromm postulated:

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[1] D. T. Suzuki, Erich Fromm, and Richard De Martino, Zen Buddhism and Psychoanalysis (New York: Grove Press, 1963), p. 122.

> The attitude common to the teachings of the founders of all great Eastern and Western religions is one in which the supreme aim of living is a concern with man's soul and reason. Psychoanalysis, far from being a threat to this aim, can on the contrary contribute a great deal to its realization.[1]

Fromm, however, recognized that there are psychoanalysts "who consider the interest in religion a symptom of unresolved emotional conflicts."[2]

Berne, in his technique that he called "transactional analysis," attempted to show the human dynamics involved in shifting of role playing within the grown person through the parent, adult, and child stages. The person's ego was consciously or unconsciously being programmed to play out these roles daily. Berne called the playing out of these roles "games."[3]

Harris built and elaborated upon transactional analysis. He cited four additional factors underlying how people behaved:

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[1] Erich Fromm, Psychoanalysis and Religion (New Haven, Conn.: Yale University Press, 1950), p. 99.

[2] Ibid., p. v.

[3] Eric Berne, Games People Play (New York: Grove Press, 1964).

1. I'm not O.K.--you're O.K. (the anxious dependency of the immature).
2. I'm not O.K.--you're not O.K. (the despair position).
3. I'm O.K.--you're not O.K. (the criminal position).
4. I'm O.K.--you're O.K. (the mature being).[1]

Another disciple of Berne was Ernst, who applied transactional analysis to the school setting. He showed the human dynamics involved in student-teacher-parent relationships.[2] Shepard and Lee discussed transactional analysis in the ego transactions between therapists and their clients, and among the therapists themselves.[3]

In human dynamics the understanding of unobtrusive signals through voice inflections, facial expressions, body positions or actions, or other empirical evidence can facilitate human communication and understanding. Fast called the study of body language kinesics and appeared to be a pioneer in observing and relating fully the meaning of physical-visual communication without use of verbal content.[1] Fast quoted Schutz's interesting examples of expressions that describe behavior and emotional state in body terms as "face up," "a stiff upper lip," "chin up," and so forth.[2] Nierenberg and Calero elaborated on the body language study and have added the dimensions of pictures to illustrate more extensively the cues of body language.[3] Fast called to our attention that spatial use might communicate certain facts and signals to others. Proxemics is used to describe the use of zones of territory.[4] These zones are the intimate distance, the personal distance, the social distance, and the public distance. These areas increased as intimacy decreased. If one needlessly used a closer area than was necessary, emotional discomfort arose. Sommer elaborated on the use of space in school and other settings; he described poignantly, for example, the dehumanizing affects of ignoring space designs in the usual linear patterned classroom:

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[1] Thomas A. Harris, I'm O.K.--You're O.K.: A Practical Guide to Transactional Analysis (New York: Harper & Row, Publishers, Inc., 1967).

[2] Ken Ernst, Games Students Play (Millbrae, Calif.: Celestial Arts Publishing Inc., 1972).

[3] Martin Shepard and Marjorie Lee, Games Analysts Play (New York: Berkley Medallion Books, 1970).

> The teacher has fifty times more free space than the students with the mobility to move about. . . . The august figure can rise and walk among

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[1] Julius Fast, Body Language (New York: M. Evans and Company, Inc., 1970), pp. 80-81.

[2] Ibid., p. 81.

[3] Gerald I. Nierenberg and Henry H. Calero, How to Read a Person Like a Book (New York: Hawthorne Books, Inc., 1971).

[4] Fast, Body Language, pp. 29-30. Dr. Edward T. Hall, professor of anthropology at Northwestern University, invented the term proxemics to describe space theories and observations.

> the lowly who lack the authority even to stand without explicit permission. . . . From the student's eye level, the world is cluttered, disorganized, full of people's shoulders, heads, and body movements. His world at ground level is colder than the teacher's world. She looms over the scene like a helicopter swooping down to ridicule or punish any wrongdoer. Like Gulliver in Lilliput, the teacher has a clear view of what is going on. She sees order and organization and any deviation from it.[1]

Webb described in great depth (using a most extensive bibliography that collated all his findings) the types of unobtrusive evidences that appeared in society. One novel example described the incidence of erotic inscriptions, either in men's or women's public toilets. The author stated: "When a girl can see the handwriting on the wall, she's in the wrong restroom."[2] Among his conclusions he observed:

> These methods [response sets] may also counter a necessary weakness of the interview and questionnaire--dependence on language. When one is working within a single society, there is always the question whether the differential verbal skills of various subcultures will mislead the investigator. It is possible, if groups vary in articulateness, to overgeneralize. . . .[3]

One is reminded of Sherlock Holmes, the fictitious detective, who amazed his confederate Dr. Watson with his gathering of evidence through unobtrusive leads. We perhaps were amused, but these clues to human thought and behavior today are recognized as vital to the thoughtful and observant counselor. As we studied our clients, they have likewise studied us. If the counselors gave clues, the student's mental antenna would have picked up the messages. By and large, nevertheless, the observation of visual and non-content verbal adjunctive behavior was an additional resource available to the counselor. As Jones and Jones said, "The client must be heard and what he is truly saying must be heard."[1] In Jones and Jones' original context, however, communication on two levels must be determined. For example, "I don't like history this term" might mean "I can't stand Mr. Smith!" The counselor could not work with problems without recognizing the symptoms--no more can a doctor give a laxative for a stomach ache before determining whether there was really an appendicitis inflammation involved. The counselor's humanistic qualities of emotive sets in assisting the client should closely adjunct the cognitive awareness in how the client really feels.

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[1] Robert Sommer, Personal Space: The Behavioral Basis of Design (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969), p. 99.

[2] Eugene J. Webb, et al., Unobtrusive Measures: Nonreactive Research in the Social Sciences (Chicago: Rand McNally & Company, 1966), p. 42.

[3] Ibid., p. 176.

There were many pamphlets and manuals associated with CDD, but these were mainly interim reports and the like. The last comprehensive report was the September, 1971 report. This huge volume combined narrative findings with a wealth of statistics concerning a horizontal study of CDD. Very little material here was applicable to the present study. Whatever little cogent material there was either had been presented or will be presented.[1]

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[1] Jones and Jones, "The Neglected Client," Black Psychology, pp. 202-203.

Summary

The overwhelming number of CDD students were either of black or Hispanic origin, and came from racially or ethnically isolated areas. There was an annotated compendium for black-oriented literature but none was available for the Hispanic group. Sociological studies of poor blacks and Puerto Ricans in New York City revealed some horrible environments and the difficulties in growing up without psychological scars. Black psychologists viewed themselves differently. Some viewed blacks as having different psyches and life styles than whites. There was an ambivalence to the idea of having black counselors relating to blacks as beneficial. There were few psychology-oriented Puerto Ricans as there were few college graduates; there was some cultural inbreeding of the acceptance of spiritualists serving a quasi-professional purpose in relating psychologically to Puerto Ricans.

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[1] Human Affairs Research Center, An Evaluation of the College Discovery and Development Program.

Guidance should have a philosophical base for counseling effectiveness. Some felt that counseling and psychotherapy were essentially the same. Some theories or elements of counseling, psychotherapy, and psychotherapeutic systems were illustrated or evaluated by various authors. Essentially, all of these aspects were discussed at in-service professional training sessions or workshops for CDD guidance counselors. This training may have contributed to the confluent education of counselors, also contributing to the humanistic qualities of CDD guidance counselors and the more effective use of human dynamics with their clients.

The actual operation, procedures, and activities of the College Discovery and Development Program, by which the counselors were able to function successfully, is discussed in Chapter III.

CHAPTER III

COLLEGE DISCOVERY ORGANIZATION AND ADMINISTRATION

City-Wide Operation

The United States Department of Health, Education, and Welfare provided the funding of over $1,500,000 for the College Discovery and Development Program through Title I funds. These funds were utilized for staffing, facilities, materials, and for less obvious services, such as cultural events, health supplies, carfare to visit out of town colleges, and students' special personal needs.

The responsibility for directing the program was given to an Advisory Policy Committee, consisting of the program director, the project coordinator, the center coordinators, community agencies, parents, students, and others. This committee was similar to a board of directors in private enterprise. Management of the program was the coordinate responsibility of the New York City Board of Education and The City University of New York; a project coordinator was selected by the Board and a project director was selected by City University. The project coordinator was responsible for supervising the program in the schools; the project director and his staff were charged with initially screening candidates for CDD, research, and assigning part-time college personnel (subject area specialists) to aid in the school's curriculum development.

The center coordinator was the overseer in the day-to-day functioning of CDD in each of the five boroughs at the high school level. Although the center coordinator negotiated administratively directly with City University as a sort of middleman, he was under the aegis of the high school principal. The center coordinator was a licensed teacher chosen by the principal who could rotate his assignment within the school. The technical peculiarity of the coordinator was he was "boss" of the three guidance counselors in his school, yet he was not recognized to have had a New York City license or a New York State certificate in counseling. There was an assistant principal in each school in charge of guidance, but this person too was not required to have a license or certification.[1] This assistant principal generally functioned over the other guidance counselors and often followed a policy of laissez-faire when it came to CDD. The center coordinator maintained contact with City University to ask for special funds and to receive or initiate information. He wrote annual reports of the center and summarized in detail his expenditure of all funds to City University. Within the center he was responsible for the general supervision of the program; he appointed family assistants (after recruitment by City University), organized and maintained a tutorial service, and planned cultural activities.

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[1] There is technical difference between a license and a certificate. In New York City one received a license after meeting specific educational requirements and passing an examination given by the New York City Board of Examiners; however, New York State gave certification only on the basis of college courses and credits.

The CDD teachers were recruited from the regular school staff on the basis of criteria established by the high school principal or his assistant.

The CDD guidance counselors were all licensed or certified, or both. Here, again, the principal or his assistant determined which counselors were to be assigned to CDD. Generally, each counselor was assigned students to be guided through their entire CDD careers (the tenth, eleventh, and twelfth years). Counselors read the candidate's nomination forms sent to City University; these forms were originally screened by City University as to meeting certain income and "life chances" criteria. Generally, two counselors had to approve a nomination form before it was accepted. If one counselor approved and one disapproved of the application, the third counselor had to decide the nominee's fate. Often there would be a short open-ended evaluative discussion if a final disposition were to be made by the third counselor; minds sometimes were changed. The counselors who were in charge of seniors would attend various college entrance orientation meetings--to become aware of new developments in entrance requirements, in application procedures, in financial aid, and in college curricula. Each counselor had a telephone on his desk and was invited to call anywhere in the country, at CDD expense, to contact colleges or to help his client in any way.

A full-time CDD secretary was assigned to assist the center coordinator and the three counselors. CDD family assistants were paraprofessionals who helped maintain contact between the counselors and the parents. They would visit homes where there could be no telephone contact by the counselors, and upon instruction from the counselors, would trade appropriate information with the parents. These family assistants were valuable as "message centers" or communication links between the schools and the homes.

Lastly, there were the CDD tutors. Sometimes they were paid, part-time tutors from the colleges; sometimes they were good students from within the respective CDD high schools. There sometimes was more openness between student helping student than teacher helping student; for example, if a student were reticent or embarrassed to ask a question in class, he might feel more free to ask his peer. Often the student-teacher expressed the fact that he too learned from the teaching process, such as content matter, skill development in teaching, human relations, and an appreciation of some of the difficulties with which teachers had to contend.

Figure 1 depicts the organization and administration of CDD.

Schools usually developed their own curricula independently of one another. Although certain subjects were mandated by the Board of Education, there was enough flexibility in terms of allocation of subject matter, periods devoted to the subject, levels of difficulty in subject matter, and credits to be earned by the students for each course. Although it was the philosophy and practice of CDD to prepare students as much as possible academically, sometimes the additional funds for double periods were used for certain subjects, generally English and mathematics; sometimes these double periods were in elementary biology.

The CDD coordinator and counselors presented whatever proposals they chose to their respective school administrators for course approval and teacher allotment. The administrators would have to consider matters such as teacher recruitment, plant facilities, and the general needs of the total student body, CDD and non-CDD, before their approval would be given.

Once a month the entire CDD administrative staff, family assistants, and counselors met at City University to exchange information, discuss problems, and plan for the future. There was a point where the center coordinator and

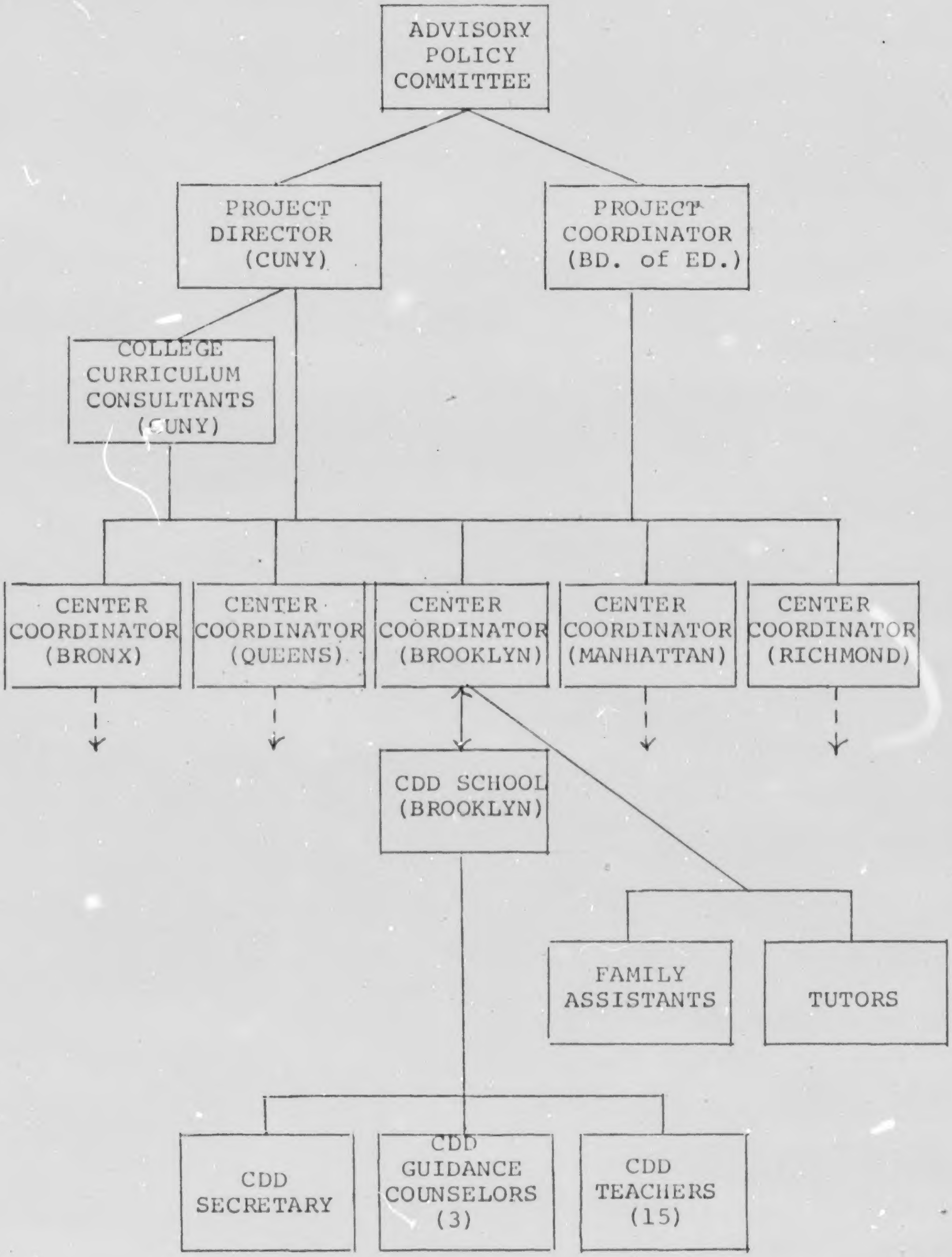
ADVISORY POLICY COMMITTEE
PROJECT DIRECTOR (CUNY)
PROJECT COORDINATOR (BD. of ED.)
COLLEGE CURRICULUM CONSULTANTS (CUNY)
CENTER COORDINATOR (BRONX)
CENTER COORDINATOR (QUEENS)
CENTER COORDINATOR (BROOKLYN)
CENTER COORDINATOR (MANHATTAN)
CENTER COORDINATOR (RICHMOND)
CDD SCHOOL (BROOKLYN)
FAMILY ASSISTANTS
TUTORS
CDD SECRETARY
CDD GUIDANCE COUNSELORS (3)
CDD TEACHERS (15)

Fig. 1--Organization and Administration of the CDD Program guidance counselors met separately to discuss matters of mutual interest; the family assistants were invited to "float" to whichever group they pleased and to act both as learners and as resource people. Minutes were meticulously taken, later typed, and distributed to all the involved personnel. From time to time, during weekends, various workshops were held at City University for the CDD high school teachers and their chairmen, together with CDD administration, for mutual input; they were compensated with CDD funds. Guidance counselors were invited as "volunteers," as CDD funds were limited.

Operation at One Center

The discussion of routine procedures and activities in one of the five guidance centers served as a microcosm of work in the guidance aspects of CDD. This did not imply that all of the guidance centers functioned in exactly the same way; each center established its own guidance processes according to its own dictates and needs. Nevertheless, the general objectives were the same, based on CDD objectives and the objectives of sound educational principles. An insight into some of the process, however, will help explain the product--the success of the program by which the underachiever was assisted with his potential. This help enabled him successfully to complete his academic subjects and inspire him to enter college; as an example, at this writer's particular center only one youngster who completed her education did not aspire to go to City University or another college. She did hope to further her education and received a partial scholarship to a computer school. Her parents were going back to Puerto Rico; she desired to remain in New York and be fully self-supporting as soon as possible. Another youngster who had some difficulties in junior high school received an average of about 95 per cent in the CDD program; he received many honors and awards at graduation; and he was accepted at a most prestigious college with a scholarship.

The latest New York City contract with the union, the United Federation of Teachers, specifically forbade school administrators from compelling guidance counselors to make students' programs. However, the CDD counselors from this center volunteered to do the programming. It was felt, in this way, the counselors had better control in planning with the youngsters the decisions that affected their lives. During the early part of the school year, the counselors and the coordinator volunteered their services for an orientation evening with the incoming sophomores and their parents. The counselor of the sophomore group also met with his group by day to orient them to the nitty gritty aspects of the program, explaining his role, answering questions, and the like. He attempted to meet with each of the students individually in his office as soon as possible to establish rapport and answer further questions. In this connection the three guidance counselors' offices and the coordinator's office were next to one another, within a much larger grade advisers' and records office.

Group guidance was held with eight to twelve students at a time, providing the setting for sensitivity training and awareness of human dynamics. In the first session, students introduced themselves to others and related something about themselves. The students were then requested to ask any questions they desired to know about one another. They later related what they saw or heard that was "nice" about each person. The mutual support they gave to one another helped to create new friends or create a CDD esprit de corps. In another session the counselor explained that this session was theirs and they could either "make" or "break" the session (meaning its purposefulness); they had the initiative and could talk about anything they chose. The counselor would simply be another participant. After a period of deadly silence, a leader would emerge to help lead the discussion; a lively discussion ensued. At the end one youngster who had remained rather quiet during the entire time was challenged as to her silent role. Another sprang to her defense by saying she had the freedom and right not to speak if she so chose. Discussions in different meetings centered upon family, sex, black and Puerto Rican opportunities in New York City, as well as other topics.

The counselor tried not to initiate the discussion except to propose the topic. He acted as facilitator, from time to time, to help clarify facts or to allow new momentum to develop. Seating arrangement was important. The counselor would leave his desk seat to sit somewhere with the group; this would help dispel "an authority figure" and tend toward more comfortable and candid proceedings. Youngsters would be prompted to come as early in the period as possible, vying for the pleasure of sitting in the swinging, reclining seat.

While the group sessions centered upon "getting acquainted" and setting tone during the first half of the sophomore year, the second half was somewhat more formal and was focused upon study procedures, requirements for graduation, and the like. The junior year group sessions were generally concerned with college-bound orientation and vocational guidance. There were no group guidance sessions during the senior year, except once with the entire group (after school for about two hours) to explain various college application forms, opportunities for college financial packages, Scholastic Achievement Examinations, and the like. The other two CDD counselors volunteered their time to give additional input and help handle various forms. In the senior year additional time was then given to individual counseling relating to the students' problems concerning fulfilling the last of the high school requirements and college entrance matters.

The most sensitive and the most important aspects of being a guidance counselor dealt with personal counseling. Tears, tension, and trauma--these "three t's" characterized so much that occurred within a closed room. This time was spent in helping the person to adjust to all of life's problems, not just in reference to school. All the skill, techniques, and knowledge of psychotherapeutic procedures were indispensable in assisting the student to self-actualization. The counselor stood in a fiduciary relationship to the student and was told things that one could have materials to write volumes upon: incest, rape, attempted murder, prostitution, neglect, forced marriages, drugs, and a multitude of family problems in a culture of poverty.

The Board of Education had recently stated in a memorandum that all records were not to be held as confidential vis à vis the parents, including the anecdotal records of counselors. This action was self-defeating and more and more counselors, as a result, kept records "in their heads." One wondered about releasing information to a parent as, "I hate my mother, she always drinks and has strange men in the house." The disposition of the complex cases was handled in "executive sessions" with the other two counselors. The even more pressing matters were discussed with supervisors and the Bureau of Child Guidance.

Even when a recommendation was made to a parent, the results could be unpredictable.

There was a bizarre case where a youngster instigated various fights in the classroom but reacted most respectfully to the counselor. He learned to "shine on" with the counselor but proceeded to be recalcitrant in the classroom. The parent loudly and violently berated the counselor as being racist for his recommendation that the youngster be referred to an agency or for psychological help. She took it as an affront, considering it as an implication that she did not play her role well as a mother. About a month later, after the summer vacation had begun, the counselor received an urgent call from the administration relating that the youngster had been in a fight and was murdered. It was possible that if the mother had welcomed the counselor's suggestion, the young man might have remained alive.

The counselor was a surrogate-father to some youngsters. Three of his clients would rarely start their school day without coming into his office to wish him well and exchange some small talk. All three youngsters eventually made the principal's honor roll (90 per cent average or better) at some point in their high school careers.

If the counselor was a surrogate-father to some young people, he was also a surrogate-supervisor and confidant to some teachers. "What shall I do--?" were familiar introductory words to questions. The counselors could provide more input if their work were further differentiated, or there were more guidance counselors, or both.

In the commerce with parents, students, and teachers, the telephone was a valuable adjunct to guidance procedures. The students were aware that the counselor was of further help because of the telephone. They would call home if they felt ill, wanted to consult their parents about programming, fees, and sundry items; the counselor and parent would discuss these matters as well as problems in scholarship. Sometimes, in more involved situations, where the parent was unable to come to the school, a student-parent-counselor conference or a student-parent-teacher-counselor conference could be executed by using the CDD trunk line facilities. The students rarely felt threatened by the proximity of the telephone to the counselor; they firmly understood his role as being non-threatening and supportive.

The counselor had the vital role as ombudsman for the students in their complaints against teachers. He encouraged the first steps, in that the students discuss their complaints privately with the teachers. If satisfaction were not forthcoming, the counselor would then approach the teachers. An evocative question put to the teachers as, "Can you think of ways of handling the situation?" would often produce the response, "But you're the expert; could you tell me?" The counselor's gambit was usually successful as he then proceeded to make the recommendations he probably wanted to make in the first place. If the teacher decided to answer the question himself, he often might have come up with positive, novel responses. The same reflective technique is used in human dynamics with the student in asking, "Can you see ways of handling the situation differently with the teacher [parent, girl friend, boss]?" The youngster's self-esteem was preserved as he did not feel threatened in that he was asked, not told. In attempting to make a decision, the questions might be "What are the factors to be taken into consideration?" "What are the alternatives?" "What do you think about this approach?"--giving examples.

The dynamics and responsibility of the decision-making process helped preserve the feelings of self-esteem and integrity within the person. The affective qualities could not be over-emphasized in their use to cognitive ends in human dynamics with assisting people to actualize.

At every marking period, letters of commendation and congratulation were sent to parents for their children's achievement; those parents whose youngsters' grades fell below par were invited to contact the counselor, to discover additional ways of help. Sometimes meetings were arranged with subject chairmen, their teachers, and counselors to examine problems. The counselors acted as resource personnel, but, unfortunately, these meetings were rather infrequent as various work pressures discouraged assembling more often.

The young people who left the program from this school during the year that the research report was last made available, left for the following reasons: fifteen transferred to another high school closer to home, five moved out of the city, three left for medical reasons, four left upon reaching seventeen years, employment, and four left for unknown reasons.[1]

The CDD center coordinator helped facilitate different meetings, requisition special materials for students and counselors, and act as "dean" in certain situations. His other duties, and those of the family assistants and tutors, were described above.

Summary

The Department of Health, Education, and Welfare supplied the main source of funds for CDD. City University of New York and the New York City Board of Education shared in the joint administration of the program. The line organization for initially directing the program, however, was the responsibility of an Advisory Policy Committee that had both education and non-education persons. The joint

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[1] Human Affairs Research Center, College Discovery and Development Program, p. 163.

CUNY--Board of Education officials and staff included CUNY's project director, the Board's project coordinator, five center coordinators, the guidance counselors, teachers, secretaries, family assistants, and tutors. Curricular flexibility was developed at each borough center. There were monthly CCD administration-counselor meetings for both articulation and training.

A microcosm of the counseling aspects at one center was presented. The counselors programmed the subject matter for the students and worked closely with orientation procedures. Group guidance sessions were both directive and non-directive. Individual counseling included personal, educational, and vocational counseling; personal counseling required the most patience and skill but records kept were minimal because of confidentiality factors. The counselors' roles included confidant, parental surrogate, and ombudsman, among others; great sensitivity and skills were necessary to retain trust of both teachers and students.

Chapter IV examines some of the experiential and attitudinal factors of the CDD counselors that contributed to the success of the CDD Program.

CHAPTER IV

BACKGROUND, ATTITUDES, AND TRAINING
OF CDD GUID[illegible] COUNSELORS

Background of CDD Guidance Counselors

A review of the background, attitudes, and training of the CDD counselors may offer insight into the input process of their counseling services. For this purpose a questionnaire was distributed and nine of the fifteen counselors responded. (See Appendix A for questionnaire model.) It seems that the responses of the remaining six would not have been too different as various clusters of responses appeared to emerge. The counseling staff included five men and ten women; exactly 60 per cent of each sex responded.

Table 1 is broken into sex categories and although the target population is very small, there was an effort made to note any interesting sex variables among the counselors in this specialized program. None were discovered, but the tabulations were shown as the way they were processed.

Table 1 shows that no counselor responding was below forty years of age or unmarried. Of the nine respondents, eight received their master's degrees, while five had a second master's or the equivalent of a second master's in

Table 1

CDD Guidance Counselors' Personal Background and Professional Experiences

CDD Counselors' Background and Experience	Male	Female	Total
Age bracket			
40-49	1	2	3
50-59	2	2	4
60-69	0	2	2
Marital status: married	3	6	9
Degrees earned			
Bachelor's	3	6	9
First master's	3	5	8
Second master's	1	2	3
First master's + 30+ cr.	1	1	2
Credits in counseling			
30-39	2	4	6
40-49	2	0	2
50-59	0	0	0
60-69	0	1	1
Plan additional counseling credits			
Yes	1	3	4
No	1	3	4
Undecided	1	0	1
Experience as a CDD counselor			
1 year	0	2	2
2 years	0	1	1
3 years	3	0	3
4 years or more	0	3	3
Experience as a counselor other than CDD			
1 year	1	1	2
2 years	1	0	1
3 years	0	2	2
4 years or more	1	3	4
Guidance credentials from governments			
N.Y.S. certificate	3	6	9
N.Y.C. license	3	6	9
Formal Bd. of Ed. appointment	3	5	8
Former teacher of CDD classes	1	2	3

graduate credits. Four counselors expected to continue their counselor education, while one was undecided. Six counselors had been CDD counselors for three or more years; however, if we include their counseling services outside CDD, we find that several additional years may be added. All of the staff were both certified and licensed as guidance counselors, but one awaited formal appointment to go through a tenure process. Three counselors were once actually classroom teachers of CDD students.

Table 2 illustrates the numbers and ages of the children of the guidance counselors. There were no significant findings between numbers of the sexes of the children, or whether the male or female counselors had mainly male or female children. The average counselor had 2.1 children each, the median was two children. Outside of a ten-year-old child, all children were at least teenagers, and the gamut ran to offspring in their thirties. As counselors had raised their own children through teenage, they experienced problems on a personal basis.

The forced choice responses in Table 3, in reference to counselors' perception of CDD activities, showed that the normal distribution curve would skew to the left. With intensity responses from number five (as the most favorable response) to number one (as the least favorable), the majority of all responses for each question was either number five or number four. There were a few counselors

Table 2

Children of CDD Guidance Counselors

Counselor	Male Children No.	Male Children Ages	Female Children No.	Female Children Ages	Total
Male					
1	1	16	1	14	2
2	1	14	2	16,10	3
3	1	26	1	24	2
Female					
1	1	16	1	18	2
2	2	30,33	1	28	3
3	0	-	2	24,30	2
4	0	-	0	-	0
5	3	19,17,13	1	21	4
6	0	-	1	21	1
Total	9		10		19

Table 3

Forced Choice Responses of CDD Guidance Counselors

Question	Responses*					
	5	4	3	2	1	0
How important do you think group guidance is for CDD students?	5	3	0	0	0	1
How generally effective were double teaching periods in a subject area for CDD students?	0	5	4	0	0	0
How generally effective do you think the teachers of CDD students were?	0	5	3	1	0	0
How important do you think are the monthly CDD staff meetings?	1	5	2	0	1	0
If you were a participant in the 1971 CDD counselor workshop (fifteen sessions), how effective do you think they were?	3	4	0	0	0	2
If you were a participant in the 1972 CDD counselor workshop (fifteen sessions), how effective do you think they were?	1	4	2	1	0	1

*Response values:
5 = Excellent or strongest rating
4 = Very good rating
3 = Fair rating
2 = Barely acceptable rating
1 = Poor or weakest rating
0 = I cannot answer this question

who did not attend the 1970 or 1971 workshops and, therefore, could not respond to the questions regarding the value of the sessions. Apparently the question that dealt with how important group guidance sessions were, received the most "fives." The next most "fives" were related to the effectiveness of the counselor workshops; the second of the two workshops was held slightly less favorable. Most counselors thought the CDD monthly meetings with the City University (CUNY) staff were very good. None of the counselors thought the double teaching periods or the general effectiveness of the teachers were excellent; however, almost all evaluated the items pertaining to them as very good or fair. It, therefore, appears that group guidance, CDD counselor workshops, and monthly meetings had the strongest responses, while classroom effectiveness had slightly less favorable positions.

Table 4 shows the counselors' estimates as to the numbers of students seen in an "average day," exclusive of group counseling. It would appear that the "average" counselor saw about fifteen or twenty students daily, and that half to almost all of this number were self-referred. It was interesting to see that so many students daily initiated the meetings between themselves and their counselors. This probably implied the great amount of confidence and rapport between the counselors and their clients.

Table 4

Frequency of Daily CDD Student Interviews

Counselor	Students Seen on "Average Day"	Students Who Were Self-Referred
1	15-20	14-18
2	20	10
3	20	10
4	25 (6 in depth)	15
5	20	17
6	30	28
7	12	10
8	7-8	5-6
9	12-15	6-8

Attitudes of CDD Guidance Counselors

It was deemed advisable, for the purposes of this project, that all the counselors' perceptions and reactions to open-ended questions be noted in their own precise words. (See Appendix B.) In this way, it was hoped that the richness of detail would emerge to give us a better insight into the CDD counselors' estimations, attitudes, and problems.

The humanistic qualities of the counselors begin to reveal themselves in their statements in cognitive terms relating to their work. The description or reaction patterns by their language may help to show unconscious feelings. Words such as love, hate, anger, pleasure and other affect terms are readily discernible. There are unobtrusive signals in writing patterns that may reveal affect. Those words or terms also reveal dimensions in other levels of affective or humanistic type of communication. Some affect words had a "spin-off" effect which implied other qualities. "Love," for example, also implied "care" and "respect." These "spin-off" effects might also have had additional secondary or tertiary "spin-off" effects. See Figure 2.

The "spin-off" effect illustrated in Figure 2 was not meant to be all-inclusive. We act through conscious or unconscious behavior as our personality, psyche, ego, soul, or whatever dictates. There is a constant interchange

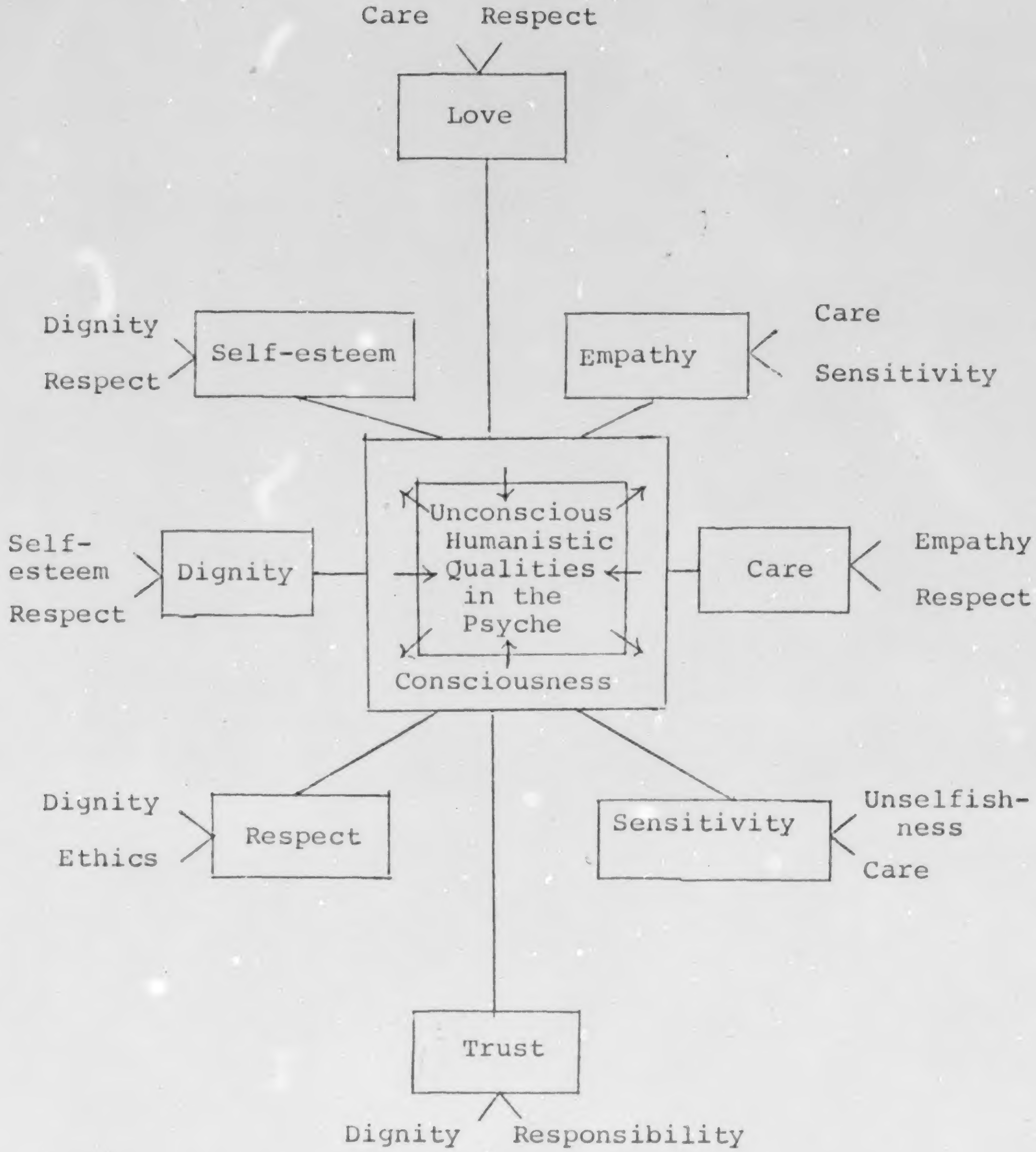
Care
Respect
Love
Dignity
Respect
Self-esteem
Empathy
Care
Sensitivity
Unconscious
Humanistic
Qualities
in the
Psyche
Consciousness
Self-esteem
Respect
Dignity
Care
Empathy
Respect
Dignity
Ethics
Respect
Sensitivity
Unselfishness
Care
Trust
Dignity
Responsibility

Fig. 2--Humanistic Qualities and Their "Spin-off" Effects Relating to Other Humanistic Qualities

between the conscious and unconscious. Consciously, the counselors may not have been aware of the symbolism of some of the language that they used, but the "spin-off" effect may have illustrated reinforcement of affective or humanistic feelings. Use of the term "responsibility" is not an affective term *per se*, but one may have presupposed *feelings* of responsibility; therefore, this word may well be considered as a quasi-affective word. Freud wrote:

> Thus we have three qualities to mental process: they are either conscious, preconscious (capable of entering the conscious), or unconscious. The division between the three classes of material . . . is neither absolute nor permanent.[1]

Fromm related:

> Symbolic language is language in which we express inner experience as if it were a sensory experience, as if it were something we were doing or something that was done to us in the world of things. Symbolic language is language in which the world outside is a symbol of the world inside, a symbol for our souls and our minds.[2]

Buber expressed that "feelings are what is in here, where one lives. . . ."[3] Communication flows from the soul, and we must sense what the soul is attempting to express through communication. Brown conceptualized:

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[1] Sigmund Freud, *An Outline of Psychoanalysis* (New York: W. W. Norton and Company, Inc., 1949), p. 38.

[2] Eric Fromm, *The Forgotten Language* (New York: Grove Press, 1951), p. 12.

[3] Martin Buber, *I and Thou* (New York: Charles Scribner's Sons, 1970), p. 93.

> . . . it would greatly simplify matters if we could somehow isolate intellectual experience from emotional experience, but at the moment this is possible only in textbooks and experimental designs. The cold, hard, stubborn reality is that whenever one learns intellectually, there is an inseparable accompanying emotional dimension. The relationship between intellect and affect is indestructably symbiotic. And instead of trying to deny this, it is time we made good use of the relationship.[1]

We were able to sense, therefore, in answering a questionnaire of one short page of open-ended questions, some of the dimensions of the counselors' humanistic qualities in their interaction with human dynamics. (See Appendix B.)

The words that denoted affect, or the words or terms that connoted affective-related dimensions, can be visualized better if one analyzes a consensus of the counselor's responses; for example, Counselor 1:

intimate
trust
love
warmth
sense of being able to help
quality (of counseling)
empathy

Counselor 2:

success
appreciated
growth
sympathy
understanding
intimate
stable

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[1] Brown, Human Teaching, p. 11.

The counselors' use or input of affective and quasi-effective words or terms implied more than the direct meaning of their thoughts. These words and/or terms symbolized the process and the human being. "The whole is more than the sum of its parts."[1] More was seen than the import of thoughts through the mere mechanistic totality of words. Also, the sensitivity, humaneness, and awareness of the counselors were evident with the thrust that their dynamics took in relationships with their clients.

Training of CDD Guidance Counselors

In responding to the questionnaire, the counselors felt that the monthly CDD-CUNY staff meetings held at CUNY were very good. The articulation assisted both the high schools and CUNY to appraise past performances, present problems, and future goals. It was also generally welcomed by the counselors as a "breather" from the intensive, urgent travails at the host high schools.

The dynamics at the two- or three-hour session were displayed with a quiet discipline and a climate of purposefulness. There were never harsh words or tones displayed, and all speakers were recognized; everyone was sensitized to the rules of the "game." Much of the credit went to the combined leadership of the CDD Project Director of CUNY and the CDD Project Coordinator representing the city's Board of Education. The personalities of the two were entirely different but in juxtaposition they complemented and augmented one another.

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[1] Stansfeld Sargent and Kenneth R. Stafford, Basic Teachings of the Great Psychologists (New York: Dolphin Books, 1965), p. 133.

The Project Director was a most interesting "breezy" speaker, who was a master of words, concepts, and delivery; the Project Coordinator spoke gently with slow, measured words but the effect was interesting. At the "break" the counselors assembled and spoke about their schools, families, health, vacations--the usual mundane things. Most of the counselors knew each other professionally for years, both as CDD and non-CDD guidance counselors. There appeared to be mutual respect on all sides and the people were comfortable with each other. Perhaps some of the reasons dealt with their maturity of years, long guidance exposure, and a climate of professional purpose.

The 1970 and 1971 CDD counselor series of workshops, sponsored by CUNY at their plant, were generally most effective, but the first workshop was somewhat superior. The possible explanation was two-fold: the first facilitator radiated much warmth and feeling, the second person, although a pleasant individual, was "cramped" by his constant intellectualizing and fear of "exposing himself"; the other reason was that toward the middle or end of the second series there were other facilitators and whatever initial "radiant effect" was initiated had been dissipated.

The workshops were miniature "Esalens" and "Big Surs."[1] The focus was on growth potential and sensitivity training; however, there were no "encounters" or "confrontations" and no shouting matches to get rid of "hostilities." The counselors were always genuine but gently supportive of one another. The counselors' training at the workshops often were exciting adjuncts to their formal professional training within the usual educational portals. The thrust of the workshops centered upon the human dynamics of "humaneness" and mutual respect.

It behooves us to receive a perspective and insight into the actual exercises and dynamics with counselor development. These procedures also might assist in the appreciation of those elements that might have relevance and usefulness for group guidance in particular, and individual guidance in general.

The philosophy underlying the human dynamics for the development of humanistic or affective qualities was expressed well by Brown's existentialism:

> We do not suggest as an ideal the hedonistic, anarchistic individual who expresses his feelings no matter what, where, when, or who. This sort

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[1] Brown, Human Teaching, p. xv.

> of person is "out of it" as the one who has no feelings. A healthy individual has a mind and uses it--not to deny the existence of feelings but to differentiate how, when, and with whom it is appropriate to express feelings spontaneously from when one must wait. When he chooses to postpone or control the expression of his feelings, however, he does not at the same time deny to himself that they exist.[1]

Those who had the compulsion to "tell it like it is" (using today's vernacular) at every and any urge that developed, would have great difficulty in relating to people. This action was not the action of the mature and developed person, but that of the pseudo-sophisticate, the immature, and the threatened. Sanborn credited Marcel in saying that when a person was related intersubjectively to another, the other person was present to him, making him more receptive and willing to give of himself.[2] Buber said that an "I and Thou relationship was an experience of the whole person," and observed, "Persons appear into relation to other persons. . . . For as soon as we touch a Thou, we are touched by a breath of eternal life."[3]

In the sensitivity group sessions games were used for raising the levels of awareness. Sax and Hollander, in their descriptions of the many games therapists might use, explained:

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[1] Ibid., p. 12.

[2] Patricia F. Sanborn, Existentialism (New York: Pegasus, 1968), p. 89.

[3] Martin Buber, I and Thou (New York: Charles Scribner's Sons, 1970), pp. 112-113.

> In general the games are designed to strengthen the healthy, growing part of ourselves by encouraging closer, more intimate relations with people, based on more empathic sharing; by an approach to living based on thinking through and feeling through the issues and problems with which life confronts us.[1]

In the counselors' workshop sessions there were games or exercises used, which some counselors might hesitate to use with their students, such as those involving one person touching another. Policy, propriety, and personality were guidelines one had to think about. Not all the exercises will be explained, however, just enough to conceptualize the dynamics that were employed in the professional training of the CDD counselors.[2]

The introductory exercises began with body awareness and touch exercises. People were asked to stand and close their eyes. They were asked to think out a fantasy trip starting with the top of their heads until the bottoms of their feet. The facilitator instructed softly and gave "route" directions. The group was asked to share their impressions of their "trip" and the relationship of the exercises to youth. Other "trips" included feeling one's face and the face of a colleague next to you; lying down and feeling the floor "rise up" and trusting the group to pick you up while in this prone position; sitting back to back to a neighbor and attempt to communicate merely by the pressure of clasped hands. Every touch exercise was accompanied by descriptions of one's feelings by analysis, and by aspects that pertained to guidance.

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[1] Saville Sax and Sandra Hollander, Reality Games (New York: Popular Library, 1972), p. 26.

[2] Some similar exercises were also mentioned in Reality Games and Human Teaching for Human Learning.

Exercises concerning a different dimension of the affective domain were used--the dialogue. A question was asked, "What do you feel was the greatest personal frustration or trauma you had in the past year?" This exercise was held for several sessions, during which time each participant who explained some malcontentment received the empathy and support of the others; the camaraderie was intensified while all shared common human experiences.

Another group of sessions consisted of each participant delivering a three- or five-minute introspection of strong and weak aspects of one's own personality. Each of the other members of the group would express impressions of the statement and how he or she felt about the person. This was done on a positive and supportive basis. A secretary would take notes of the proceedings and would give the notes to the person who was being supported. A question as, "What happened to you last week that made you feel good?" invoked pleasant replies and smiles as the well-wishers shared these experiences.

There were sessions that involved the senses of smell, touch, and taste of objects. The participants were asked to bring sundry items in plain bags or containers to share with the others. All would close their eyes and express what certain objects felt like. Sensory perceptions were often discovered to be often quite different. These experiences were complemented by the facilitator making an imaginary trip--eyes would be closed again--through the forest, smelling the various greens and flowers and hearing the brooks babble; these "trips" would be repeated with "trips" to the seashore and restaurants of different nationalities. Some of these experiences were truly fun and spirited as well as educative in the realm of closely sharing common experiences. An esprit de corps was generated and relationships were intensified.

An entirely different set of experiences pertained to role playing. One participant, for example, would extemporaneously play the part of an angry youngster seeking help and another would be the counselor. Afterwards, the feelings of the "youngster" and the "counselor" would be described by the actors. The group would give their impressions of the performance and explain how they would have felt in either role; they also made various suggestions relating to the guidance process.

Another role-playing sequence was one in which the facilitator was the auctioneer and the participants were the bidders. They were given one thousand "dollars" with which to buy certain personal characteristics or qualities in life that were important to them. Items on the auction block included friendship (having all the friends one needed or wanted), power (all the power to do anything one wanted), sexual fulfillment (being attractive to all the members of the opposite sex), everlasting life, peace of mind, and several other things. An observance of the value structure came to the fore as one had only a thousand dollars to buy one, two, or perhaps three choices. The participants could also pool their funds to buy certain items. "Peace of mind" had the most brisk bidding.

Still another game consisted of the participants being put in a special room (by which others, as spectators, could observe through a one-way vision mirror). The actors were in a room, fictitiously sealed, with only a limited amount of water and food; "out there" were very few people alive, the others being killed by a contaminating force that still existed. A "programmed voice" (the facilitator acting in the role) would give instructions as to how they were to go about building another society, when they would eat parts of their meal, and other activities. The human dynamics were interesting as people negotiated for leadership, and the roles they were to play in this fictitious society. They appeared to adapt to their roles most seriously. When the voice asked this society if it would admit one more person from the outside, there was much general discussion. Finally, the person was admitted.

After a time both the actors and spectators regrouped and discussed their reactions to the general dynamics; the individual feelings were also explored.

At one time a weekend workshop was held at a mountain resort, and the CDD personnel got to know one another more closely away from the confines of a school plant. There were several interest group meetings, and it was believed all departed from the workshop with a feeling of purpose and camaraderie. There were also additional opportunities for counselors to meet socially.

Summary

A questionnaire was distributed to the target population of CDD counselors. The counselors were a white, middle-aged group, with a high level of education and professional accreditation. Most had teenagers or grown children; most felt group guidance and special guidance workshops were most helpful to the students or themselves. Open-ended questions pertaining to the guidance process contributed to insights into the human dynamics of CDD counseling services. Humanistic qualities of the counselors appeared to relate themselves from the intensity and frequency of certain affective or quasi-affective words or responses.

The CDD workshops' focus was on growth potential and sensitivity training, which would contribute to the development of humane qualities among the counselors. The sessions were generally organized on three levels: physical awareness of self and of those about them; dialogue pertaining to feelings which the participants nurtured; and role-playing situations where personalities were observed reacting to simulated conditions.

In Chapter V it is learned how others viewed the CDD counselors and counseling services; these others include the students, their parents, the teachers, and the family assistants.

CHAPTER V

HOW OTHERS VIEWED THE CDD COUNSELORS AND COUNSELING SERVICES

Students' Reactions to CDD Counseling Services

This CDD counselor had completed a three-year experience with his students, from the sophomore year until their graduation. He wanted to know, from the students' perceptions, how they viewed the long-term guidance services. The students and the counselor knew one another well. Their intimate relationship and the results of it might be analyzed with greater depth and meaning than if this close relationship did not exist.

A quick appraisal was gleaned from a questionnaire. (See Appendix C.) The efficacy of the questionnaire was diminished by its limitations in terms of semantics, some rather impersonalized responses, and misinterpretations. In addition to the forced choices and graded responses, some open-ended questions were used to provide additional channels for some youngsters to express themselves. The interview, as both an affective and cognitive tool, supplied a valuable adjunct to the questionnaire as well as to richness in detail.

Fifty questionnaires were returned from a total of sixty-four seniors. Table 5 illustrates some of the CDD students' reactions to the effects of long-term counseling. Many of these students were initially "losers"; many were disheartened and embittered but were now gaining a new prospective on life. Virtually all now felt comfortable enough about their studies and self-images to want to enter college.

Table 5 seems to indicate:

1. There appeared to be a strong correlation between Items I and K in that to like a person is to trust that person, and vice versa.

2. Although there was a poor correlation between Items B and J, in that the youngsters appear rather lukewarm in their belief that counseling contributed to their security and success as students, they surprisingly continued to emphasize sharply that it was a good idea to continue CDD guidance services. The vast proportion of daily self-referrals would continue to indicate the vast need these youngsters had for the services.

3. In Item D most of the students felt that group guidance was only fairly important; yet the guidance counselors felt, in their questionnaire responses, that group guidance was a most important function in their services. (See Table 3, page 61.)

Table 5

CDD Students' Reactions to the Guidance Services
(Senior Group in One CDD Host School)

		Responses*					
Item	Question	5	4	3	2	1	0
A	How would you evaluate the general services you received from the guidance counselor?	3	15	17	8	4	3
B	Is it a good idea to continue guidance services for CDD?	16	17	8	6	0	3
C	Was the guidance counselor generally available to you when you wanted to see him?	18	15	9	4	3	1
D	How important do you think your group guidance sessions were?	2	5	20	6	12	5
E	How was the help you received in college entrance matters and financial aid?	8	6	14	6	11	5
F	How would you evaluate other individual or personal guidance services?	3	10	20	8	5	4
G	How strong do you feel the guidance counselor's efforts were to give you the best possible service?	14	12	11	3	3	6
H	To what extent do you feel it is a good idea for the guidance counselor (rather than another person) to do the students' subject programming?	10	14	9	8	4	5

Table 5 (continued)

Item	Question	Responses* 5	4	3	2	1	0
I	To what extent do you feel the guidance counselor was worthy of your trust?	12	13	12	3	4	5
J	To what degree did the counseling service contribute to your security and success as a student?	6	12	10	9	7	4
K	How much do you like your guidance counselor as a person?	14	11	12	4	6	2
	Total	106	130	142	65	59	43

*Response values:

5 = Excellent, or strongest rating
4 = Very good rating
3 = Fair rating
2 = Barely acceptable rating
1 = Poor, or weakest rating
0 = I cannot answer this question

4. The strongest response of all was in Item C. It also appeared that the youngsters felt secure when they could see their counselor almost at will. Some of the students, however, expressed annoyance or dissatisfaction if the counselor had to attend to a necessary function outside his office.

5. Item G showed another strong, positive response to what the students perceive as the concerted efforts by the counselor to give them the best possible service.

6. There were 378 responses to the response values of five, four, and three; there were 124 responses to the values of two and one; this would seem to indicate a good general approval of guidance services.

7. Items D and J, as well as E, had the most responses to values two and one. Some of the students expressed that they neither wanted nor needed guidance services as they felt they were already working well on their own; whether they were actually achieving well or not was another matter. Some felt college-related services were weak.

The rest of the questionnaire had open-ended questions for the students. (See Appendix A.) One question, for example, asked whether the youngsters did prefer a guidance counselor of the same racial or ethnic background as the students. Only thirteen students, or 26 per cent of the responses, declared they would prefer a counselor of the same race or ethnicity. The answers centered upon one proposition, that the counselor would be able to relate better. The other students disclaimed that proposition. Other questions centered upon the strongest and weakest features of the CDD Program, how the students would like to see the guidance service improved, and upon any other comments they cared to make. (Examples of their responses can be found in Appendix C.)

Parents' Reactions to CDD Counseling Services

Although sixty-four questionnaires were sent out to parents, only fourteen were returned, or about 22 per cent. (See Appendix A.) The counselor already was in constant contact with parents on the telephone and in person and had ongoing input as to their feelings, desires, and needs. He attempted to be as sensitive and communicative with the parents as possible so that a constructive team effort could be made for the benefit of the youngsters.

Table 6 shows the parents' reactions to the guidance services. All items except H relate directly to this counselor. Item H was included merely as an indication of how the parents felt about the CDD program generally. Except for Item H, there were ninety-five responses to the response values of five, four, and three, as compared to two responses to value two; there were no responses to value one. This would seem to indicate an even stronger, generally positive response to their children's counseling than the

Table 6

Parents' Reactions to the Guidance Services
(Senior Group in One CDD Host School)

Item	Question	Responses* 5	4	3	2	1	0
A	Was the guidance counselor generally available when you tried to contact him?	1	7	4	0	0	1
B	How strong do you feel were the guidance counselor's efforts to give your youngsters the best possible service (personal, educational, and vocational information)?	1	10	1	0	0	1
C	To what extent do you feel the guidance counselor was worthy of your trust?	3	5	2	1	0	2
D	To what degree do you think the counseling service contributed to your youngster's security and success as a student?	4	9	1	0	0	0
E	How much do you like the guidance counselor as a person?	6	1	2	1	0	3
F	Based on your experience, to what degree would you recommend guidance services for all students in the school system?	5	5	2	0	0	1

Table 6 (continued)

		Responses*					
Item	Question	5	4	3	2	1	0
G	How would you evaluate the general guidance services received by your youngster?	3	9	1	0	0	0
H	How would you evaluate the general CDD Program (all phases)?	7	3	3	0	0	0
	Total	30	49	16	2	0	8

*Response values:

5 = Excellent, or strongest rating
4 = Very good rating
3 = Fair rating
2 = Barely acceptable rating
1 = Poor, or weakest rating
0 = I cannot answer this question

youngsters' responses. Except for Item H, all questions submitted to the parents were virtually identical to those submitted to the students. Two interesting observations might be made: although the children felt least impressed with the extent counseling had contributed to their successes and security as students (Table 5, Item J, page 81), the parents felt it was the most important factor, as evidenced in the proportion of the response values of five, four, and three (Table 6, Item D, page 84); the parents, however, did not feel quite as strongly about the counselor's efforts to render the best possible service to their youngsters, as evidenced by the proportional assignment of value five (see Table 6, Item B, as compared to Table 5, Item G).

According to the questionnaire replies, the predominant number of contacts that parents made to the counselor was about twice yearly, while the counselor had made somewhat more contact with each parent.

Open-ended questions asked of parents were identical to those asked of their children. (Responses by the parents to the open-ended questions can be found in Appendix D.)

Through the years as CDD counselor, this writer had been in contact with many parents. They revealed their personalities and feelings more than can ever be indicated by a questionnaire. Some have expressed fears, some biases, some hopes; some evidently needed help themselves. In one situation the mother kept her son at home continually with flimsy excuses that she "needed" his help. When she was in the counselor's office, he attempted to impress upon her that her son's future was in her hands. Her guilt feelings were too much and she broke down and cried. She promised to go to an agency to resolve her personal problems but never did, and her son eventually dropped out of school. The son was statistically a drop-out and the school "had failed" the youngster, but actually it was the mother who was a drop-out from her responsibilities.

There have been many "horror" stories that do not bear repeating, but there have also been success stories. The success stories dealt with the close relationship fostered by the counselor with interested parents in their mutual efforts to help the children. By and large, parents had the will and maturity, in spite of some of their own hardships (or perhaps because of them), to work cooperatively with the counselor.

The intensicy of parents' feelings were often revealed when they expressed sadness that they did not, as children, have counselors, and if they did, their lives might have been changed. They just needed "someone to talk with" as children. This counselor remembered his own childhood, and perhaps in a compensatory fashion, had projected some of his own feelings and empathy in his desire to help others as best he could. He felt there was a nobility to words as "help," "love," and "caring." There was an inner need, a "selfish unselfishness," that motivated this person to help achieve professional and personal satisfaction and purposefulness in life. However, this need ought not become a compulsive need to help people, it was simply a great need; other needs should also include other life roles for oneself; e.g., the citizen, the hobbyist, the spouse, parent, and religionist. In part, self-actualization meant satisfactions in undertaking and succeeding in various areas in life and finding happiness "en route." The whole person was simultaneously both a giver and a receiver in as many areas as possible.

CDD Teacher Questionnaire

In another questionnaire submitted to teachers (see Appendix A), there were but seven items, which basically dealt with the background of the teachers in their association with CDD students, to what degree they felt CDD counseling contributed to teacher and pupil success, and requests for suggestions or comments. Table 7 indicates their responses except for the open-ended questions for suggestions or comments.

The years and number of CDD classes taught would lend authenticity to their responses; the more the experiences, probably the stronger one would have had to acknowledge their reactions. Almost all the teachers taught for

Table 7

Teachers' Experiences with CDD Students (All Grades in One Host School)

Item	Question	Years					
		1	2	3	4	5	6
A	Years taught CDD Students						
	Number of teachers	1	4	6	11	2	3

Item	Question	Classes											
		1	2	3	4	5	6	7	8	9	10	11	12+
B	Number of CDD classes taught												
	Number of teachers	0	2	0	3	2	4	4	3	1	1	2	5

Item	Question	Preference		
		Yes	No	Yes and No
C	Preference for CDD students			
	Number of teachers	20	3	2

Item	Question	Responses*					
		5	4	3	2	1	0
D.	To what extent do you feel guidance helped CDD youngsters?	2	12	5	1	1	5
E.	How would you evaluate the CDD guidance help you received?	3	12	7	2	2	1

*Response values:
5 = Excellent, or strongest rating
4 = Very good rating
3 = Fair rating
2 = Barely acceptable rating
1 = Poor, or weakest rating
0 = I cannot answer this question

at least two years and taught at least four classes. There were twenty-seven teachers responding in all. As there was mobility among the teachers and chairmen, it was virtually impossible to say what the total number of CDD teachers was in the eight years since CDD was inaugurated. It was also difficult to determine how many CDD teachers did not return their responses. The methodology in distribution was simply to put the questionnaires in as many teachers' mail boxes as possible and hopefully await their replies. It must also be pointed out that these responses could not relate practically to the counselor's own students, but could only relate to the entire CDD counselor staff of three people.

The CDD teacher target population indicated that twenty teachers unequivocally preferred CDD students from other students selected at random, two had ambivalent feelings, while three preferred not to teach these students; there were two blanks. Some of the reasons teachers liked having CDD students, as well as their suggestions and other comments, are presented in Appendix E.

CDD Family Assistant Questionnaire

Four out of the ten family assistants returned their questionnaires. (See Appendix A.) Because so few were involved, it might be better simply to highlight the responses of the group as a whole. Their main duties, as described by them, included visiting families, making phone calls to the families after hours, working closely with the counselors and teachers, and doing clerical work. They worked from twenty-seven and one-half hours a week to thirty hours, and sometimes helped with mailings, records, and duplicating machines. Two felt fully part of the guidance team as they felt they could pass personal information through the home visits to the counselors, and that there was good rapport between themselves and the staff; one made no comment; the last felt she could not answer the question as she was uncertain about the precise duties of her job. All but one respected the work of counselors, with comments including "a deep and sincere effort" by the counselors, "counselors really have the student's interest at heart," and they were "really great." The negative comment was that the counselors could have done more for the students.

There were ambivalent feelings as to whether the services of the family assistant were best utilized. From their perceptions the CDD counselors had prevented many students from becoming drop-outs but perhaps more could have been done. Three of the assistants would like to become counselors after having been exposed somewhat to the process, while one was not certain. The sentiments were evenly split on whether more teachers or more counselors should be hired, in case a forced choice had to be made.

Case Studies into the Students' Perceptions of CDD Counseling

Another dimension to case analysis was afforded by several audio tapes. Anecdotal records and questionnaires were helpful in understanding some of the human dynamics involved, but allowing the client to express fully his perception in the counseling process had fuller depth and meaning. This counselor had made written transcriptions of tapes that had been recorded just a week or two prior to his clients' graduation. Unfortunately some of the interviews could not be transcribed because of inaudibility or tape losses; however, enough interviews came through for the reader to sense some of the flavor in the appraisals by the young people.

Three case studies were presented through interviews. The first case concerned a diabetic who became discouraged by his physical condition, but his morale was raised sufficiently so that he could complete his work; the second case presented was of a foreign-born student, whose security in a new country was enhanced by a close relationship with his counselor; the third case involved a particularly keen-minded young man who was being graduated from college and had the benefit of long-range retrospection of the counseling process from the time he was a CDD sophomore. The collegiate presented us with the philosophical, psychological, and practical aspects of his experiences.

The transcribed material which is presented for this study had to be edited so that it could be understandable. As far as possible the youngsters' own words were used and the entire tone of their feelings was preserved. This material can be found in Appendix F.

Summary

Questionnaires were sent to students, parents, teachers, and family assistants to learn how others viewed the CDD counselors and counseling services. Audio tape transcriptions were used for case studies. Upon analysis of the responses to the questionnaires and the transcriptions, greater insights were gained relative to the efficacy of the CDD guidance process.

In Chapter VI, conclusions, recommendations, and comments as to the limitations of the present study are made.

CHAPTER VI

CONCLUSIONS, RECOMMENDATIONS, AND LIMITATIONS OF THE STUDY

This project was an attempt to approach the dimensions of human dynamics and humanistic qualities on several levels, the philosophical, the psychological, the organizational, and the experiential, as they affected the CDD Program. While there is no exact science by which all human behavior, characteristics, or motivations can accurately be measured, it is hoped that this study has contributed to a better level of awareness in a particular situation.

Conclusions

As a result of the present study it appears that the CDD guidance counseling was the most successful aspect of the CDD Program. This was substantiated through several sources within the present study.

The humanistic qualities of the counselors were revealed from the intensity and frequency of certain affective or quasi-affective words or responses by the counselors themselves. Feedback from the various appraisers, i.e., parents, students, and teachers, also seemed to substantiate the depth of the humanistic qualities of the counselors.

These humanistic qualities related themselves in the application of human dynamics and interaction of the counselors with others. These qualities and dynamics helped provide the answers to the reason for the success of guidance counselors in a specialized program.

The use of affective domain skills contributed substantially to the success of CDD guidance counseling. The trained person who possibly could have best made contributions to the self-actualization of the student was the guidance counselor.

Awareness of cultural diversities of attitudes, even within the ethnic groups themselves, may facilitate an understanding of the problems and improve the communication and human dynamics with others in the guidance process. Guidance should have a philosophical base for counseling effectiveness.

The use of proxemics or the use of communication distance between the client and the counselor and the use of unobtrusive evidence as visual and non-content verbal devices could be valuable adjuncts in the human dynamics of the counseling process. The counselor's humanistic qualities of emotive sets in assisting the client should closely complement the cognitive awareness of how the client truly feels. The CDD counselors' training included some of these dimensions.

The large proportion of students' daily self-referrals probably attests to the implied confidence in the dynamics of CDD counseling and the humanistic qualities of their counselors.

Recommendations

Several implications appeared as a result of this study. It would seem to this writer that some of the criteria and methodology for counselor education should be modified. There ought to be a philosophy and a code of ethics established by counselor educators in conjunction with practicing counselors and other interested parties. A study should be made with recommendations, hearings should be held, and standards should be promulgated. A review committee should be established every three or five years in a self-evaluation study to appraise past findings and make new recommendations.

A school system should seriously consider the initiation of a CDD type of program to reduce the drop-out rate. This study revealed methods for motivating the reluctant learner.

To implement further the effectiveness of CDD counseling, perhaps an in-service course for teachers conducted by CDD counselors could additionally sensitize teachers to the essence of human dynamics and humanistic qualities, for more effective teaching and human relations.

As parents have already indicated their trust in the CDD guidance counselors, the counselors are in a favorable position to communicate their experiences and recommendations through workshops or lectures with parents. In this way, the counselors could further assist parents with their children's emotional and academic growth.

The CDD counselors have a natural ally in the parents, and should join in an attempt to seek further funds for program expansion; the parties might act together for publicity and political action for further CDD development and enlargement.

An audio or video tape library of CDD counseling could provide valuable source material and background for additional counselor evaluation and training.

Based on the present study, there are suggestions that might be feasible for further study.

A comparative examination of CDD counseling with the counseling services administered by other specialized programs, such as College Bound, could be beneficial.

A study into a year's lapse of little structural guidance services in a specialized program, followed by intensive services (such as provided by CDD counselors), might provide significant findings as to the value of intensive guidance services.

A thorough, systematic, long-term follow-up of the graduates of the CDD Program (or other similar specialized programs) into colleges and careers could help discover the program's ultimate impact upon the upward mobility and success of disadvantaged students.

A study into the effect upon the success of students with teachers who had graduated as guidance counselors but who, by choice or otherwise, had decided to remain as classroom teachers might have ramifications for teacher preparation and selection.

Limitations of the Study

This study dealt with a homogeneous group, that is, youngsters with poor "life-chances" and with lower achievement levels than their potential would indicate. Whether this program with its counseling services and counselors would serve as effectively with other special groups, or with heterogeneous groups, is not known.

Lack of facility with the language by many of the students and their parents would limit the types of testing responses. A near 100 per cent response would have given further validity to this study.

Similar studies done simultaneously in the four other CDD host schools and by their CDD guidance counselors could not be done, thus precluding a broader review.

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APPENDIX A

A CDD COUNSELOR'S PRINTED EVALUATION INSTRUMENTS

COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM

Dear CDD Colleague,

I hope you won't mind taking a few minutes from your busy schedule to help a fellow CDD guidance counselor with a research survey in connection with a doctoral dissertation.

In the interests of confidentiality and freedom of expression, please do not include your name. A stamped, self-addressed envelope is enclosed for your convenience. A prompt reply will be most appreciated.

I thank you most sincerely for your cooperation. Have a healthy and joyful summer vacation.

Very truly yours,

Seymour Berdy
Guidance Counselor

COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM

CDD Guidance Personnel Questionnaire

Item

A. Sex: Male________ Female_________

B. Age (You may write "In the 30's," "40's" etc., if you wish)
____

C. Marital status ____________________

D. Children: Males___ Ages__________; Females___ Ages_______

E. Have you a N.Y.S. certification or a N.Y.C. license as guidance counselor?
Yes____When received?__________________ No_____

F. Have you received a N.Y.C. appointment as guidance counselor?
Yes____When received?__________________ No_____

G. Degrees received:____

H. Credits in counseling____________________________________

I. Do you plan to take additional credits in counseling?
Yes_____ How many more credits?__________ No_______

J. How long have you been a CDD guidance counselor? ________

K. How long had you been a counselor other than CDD?________

For the next several questions please circle the number to each question which best reflects your feeling:

5 = Excellent or strongest rating
4 = Very good rating
3 = Fair rating
2 = Barely acceptable rating
1 = Poor or weakest rating
0 = I cannot answer this question

L. 5 4 3 2 1 0 How important do you think group guidance is for CDD students?

Item

M. 5 4 3 2 1 0 How generally effective were double teaching periods in a subject area for CDD students?

N. 5 4 3 2 1 0 How generally effective do you think the teachers of CDD students were?

O. 5 4 3 2 1 0 How important do you think are the monthly CDD staff meetings?

P. 5 4 3 2 1 0 If you were a participant in the 1971 CDD counselor workshop (fifteen sessions), how effective do you think they were?

Q. 5 4 3 2 1 0 If you were a participant in the 1972 CDD counselor workshop (fifteen sessions), how effective do you think they were?

R. Were you a teacher of CDD students before you became a counselor in CDD?
Yes______ How many years?______________ No______

S. If you answered "Yes" to Item R above, do you feel that being a teacher of CDD students before becoming a counselor has helped prepare you advantageously in counseling them? Yes___ No___ Not necessarily___
Why or how? ______________________________

T. Do you feel there are generally different qualities to CDD students than other students selected at random?
Yes___ No___ Not necessarily___
Why or how? ______________________________
____

U. Do you feel you may be deriving extra satisfaction in counseling CDD students than other students selected at random? Yes___ No___ Not necessarily___
Why or how? ______________________________
____

V. What is your greatest satisfaction in counseling CDD students? ______________________________
____
____

Item

W. What is your greatest frustration in counseling CDD students? ______________________________

____

X. Do you feel it would be advantageous to the students if the guidance counselor were of the same racial or ethnic background? Yes____ No____ Not necessarily____
Why or how? ______________________________

____

Y. What do you think is the strongest feature of the CDD guidance services?
Why? ______________________________

____

Z. What do you think is the weakest feature of the CDD guidance services?
Why? ______________________________

____

A'. Do you have any comments you would care to make, either in regard to CDD guidance services or this questionnaire, or both? ______________________________

____

____

____

B'. Approximately how many students did you see during an "average" day (exclusive of group guidance)? ____________

C'. How many of the students in Item B' were usually self-referred? ____________

(If additional space is needed, please use other side.)

COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM

May 29, 1973

Dear College Discovery Student:

Your cooperation in spending a few minutes in answering the questions below will help evaluate the guidance services and help future CDD students.

Please do not write your name anywhere on this questionnaire so that you can feel free to answer the questionnaire as honestly as possible.

Thank you for your kind assistance.

Seymour Berdy
Guidance Counselor

Instructions:

The ratings to be used are as follows:

5 = Excellent, or strongest rating
4 = Very good rating
3 = Fair rating
2 = Barely acceptable rating
1 = Poor, or weakest rating
0 = I cannot answer this question

Please circle the number next to each question which most closely reflects your feeling:

Item

A. 5 4 3 2 1 0 How would you evaluate the general services you received from the guidance counselor?

B. 5 4 3 2 1 0 Is it a good idea to continue guidance services for CDD?

C. 5 4 3 2 1 0 Was the guidance counselor generally available to you when you wanted to see him?

D. 5 4 3 2 1 0 How important do you think your group guidance sessions were?

Item

E. 5 4 3 2 1 0 How was the help you received in college entrance matters and financial aid?

F. 5 4 3 2 1 0 How would you evaluate other individual or personal guidance services?

G. 5 4 3 2 1 0 How strong do you feel the guidance counselor's efforts were to give you the best possible service?

H. 5 4 3 2 1 0 To what extent do you feel it is a good idea for the guidance counselor (rather than another person) to do the student's subject programming?

I. 5 4 3 2 1 0 To what extent do you feel the guidance counselor was worthy of your trust?

J. 5 4 3 2 1 0 To what degree did the counseling service contribute to your security and success as a student?

K. 5 4 3 2 1 0 How much do you like your guidance counselor as a person?

L. Would you prefer that the guidance counselor be of the same racial or ethnic background as you?
Check: Yes ___ No ____ Not necessarily ____
Why? ______________________________

M. What do you think is the strongest feature of the guidance services?
Why? ______________________________

N. What do you think is the weakest feature of the guidance services?
Why? ______________________________

O. How would you like to see the guidance services improved?
____

P. Do you have any other comments you would like to make?
____

(If additional space is needed, please use other side.)

COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM

June 11, 1973

Dear CDD Parents,

Your youngster has been in the College Discovery and Development Program for three years. We, of the guidance staff, are most anxious to evaluate the guidance services that were rendered to your youngster and to help the future CDD students and their families.

We wonder if you would be kind enough to answer thoughtfully the small number of questions we ask. We do not ask your name so that we can get complete responses without any embarrassment to you. We are enclosing a stamped, self-addressed envelope for your convenience.

We do hope you will mail your responses today or tomorrow at latest. We are sure you would want this survey to be a success. Thank you for your kind assistance.

We wish you and your youngster a healthful, joyful summer and every success in his or her college career.

Very truly yours,

Seymour Berdy
Guidance Counselor

COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM

Instructions:

Please circle the number next to each question which most closely reflects your feeling:

5 = Excellent, or strongest rating
4 = Very good rating
3 = Fair rating
2 = Barely acceptable rating
1 = Poor, or weakest rating
0 = I cannot answer this question

Item

A. 5 4 3 2 1 0 Was the guidance counselor generally available when you tried to contact him?

B. 5 4 3 2 1 0 How strong do you feel were the guidance counselor's efforts to give your youngster the best possible service (personal, educational, and vocational information)?

C. 5 4 3 2 1 0 To what extent do you feel the guidance counselor was worthy of your trust?

D. 5 4 3 2 1 0 To what degree do you think the counseling service contributed to your youngster's security and success as a student?

E. 5 4 3 2 1 0 How much do you like the guidance counselor as a person?

F. 5 4 3 2 1 0 Based on your experiences, to what degree would you recommend guidance services for all students in the school system?

G. 5 4 3 2 1 0 How would you evaluate the general guidance services received by your youngster?

H. 5 4 3 2 1 0 How would you evaluate the general CDD Program (all phases)?

Please check in the appropriate spaces:

Item

I. Approximately how many times in three years has the counselor contacted you by personal interview, telephone, or by mail, for any reason whatsoever?
A. Over 30 times____ B. Between 20 and 29 times____
C. Between 10 and 19 times____ D. Between 3 and 9 times____ E. Below 3 times____.

J. Approximately how many times in 3 years have you contacted the guidance counselor during personal interview, by telephone, or by mail for any reason whatsoever?
A. Over 30 times____ B. Between 20 and 29 times____
C. Between 10 and 19 times____ D. Between 3 and 9 times____ E. Below 3 times____.

Please explain your reactions:

K. Do you prefer that the guidance counselor be of the same racial or ethnic background as your youngster?
Yes____ No____ Not necessarily____
Why?____

L. What do you think is the strongest feature of the guidance services?
Why?____

M. What do you think is the weakest feature of the guidance services?
Why?____

N. How would you like to see the guidance services improved?

____

O. Do you have any other comments you would like to make?

____

____

Thank you, again.

(If additional space is needed, please use space below.)

COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM

CDD Teacher Questionnaire

Dear Colleague,

Your cooperation in spending a few minutes in answering the questions below will help evaluate the guidance services and help future CDD students.

Please do not write your name anywhere on this questionnaire so that you can feel free to answer it as honestly as possible.

Thank you for your kind assistance.

Seymour Berdy
Guidance Counselor

Item

A. How many years have you taught CDD students? _____

B. Over the years how many CDD classes have you taught? ____

C. Do you prefer teaching CDD students over the other students selected at random? Yes____ No____
Why? ______________________________

For Items D and E please circle the number next to each question which most closely reflects your feeling:

5 = Excellent, or strongest rating
4 = Very good rating
3 = Fair rating
2 = Barely acceptable rating
1 = Poor, or weakest rating
0 = I cannot answer this question

D. 5 4 3 2 1 0 To what extent do you feel guidance helped CDD youngsters?

E. 5 4 3 2 1 0 How would you evaluate the guidance help you received concerning various problems?

F. 5 4 3 2 1 0 Do you have any suggestions to make in regard to CDD guidance services?
Yes___ No___ If yes, please explain
____

G. Do you have any other comments you would care to make?

____

____

Thank you, again.

COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM

CDD Family Assistant Questionnaire

Dear Family Assistant,

Your cooperation in spending a few minutes in answering the questions below will help evaluate the guidance services and help future CDD students.

Please do not write your name anywhere on this questionnaire so that you can feel free to answer it as honestly as possible.

Seymour Berdy
Guidance Counselor

Item

A. How would you describe your duties as a Family Assistant for CDD? ____________________

____

____

B. How many hours per week were you generally assigned? ____

C. Were you used in "other duties" than the ones assigned as Family Assistant? Yes____ No____. If "Yes" what were the duties? ____________________

____

D. Did you feel as an important part of the CDD "guidance team"? Yes____ No____. Why? ____________________

____

E. To what degree did you have respect for the work achieved by the CDD guidance counselors? ____________________

Why? ____________________

F. Do you feel your services were adequately used by the guidance counselors? Yes____ No____. If "No," how would you better improve the services? ____________________

____

Item

G. From your perception how did the CDD students evaluate their guidance services? ______________________________

____

H. Would you want to be a guidance counselor? Yes___ No___
Why? ____

____

I. If you had a choice in employing either additional teachers or additional guidance counselors for the N.Y.C. school system, which do you think would be more important? Hiring teachers___ Hiring guidance counselors_____ Why? _____________________________

____

J. Do you have any other comments you would like to make?

____

____

____

Thank you, again.

APPENDIX B

RESPONSES BY CDD GUIDANCE COUNSELORS TO OPEN-ENDED ITEMS OF QUESTIONNAIRE

Three counselors who were CDD teachers previously felt that their teaching experiences were valuable in aiding them to counsel the CDD students. Their comments included:

> Perceived another dimension of the students' capacities and performance.
>
> I learned at first-hand how best to reach them academically and emotionally.
>
> Helped prepare me for qualities like exuberance, frankness.

Pertaining to the question "Do you feel there are generally different qualities to CDD students than other students selected at random?" there were eight positive responses, no negative responses, and one neutral. They explained:

> Grade level reading or above; aspiration attend college; parental support.
>
> They feel an "importance" and maintain an esprit de corps.
>
> Economically deprived; culturally deprived.
>
> Since we reach for a select population, our youngsters are different from a random selection.
>
> Students' desire to join CDD program usually indicates motivation for college, while recognizing weaknesses in need of help.

> They are "special" because they are CDD and that is the beginning of "different qualities."
>
> Higher ability level; greater problems.
>
> They develop a quality of "class" as they remain in program. As a group [they] become cliquish.

The sole neutral response follows: "Not necessarily. Adolescents are adolescents and share common developmental characteristics."

In replying to "Do you feel you may be deriving extra satisfaction in counseling CDD students than other students selected at random?" seven replied affirmatively, while two felt "not necessarily." The specific positive reactions follow:

> Goals can be realized because of through-year relationship.
>
> Helping the average student to reach their potential; their potential was pre-evaluated.
>
> Limited caseload.
>
> Since we reach for a select population, our youngsters are different from a random selection.
>
> Being instrumental in a student's realization of his objective of entering college [after a struggle] is a very rewarding experience.
>
> Expectations are high and students, made aware of this, usually respond.
>
> Selection itself makes success more possible. Intimate relationships build trust. The number of successes is very rewarding.

The two neutral responses consisted of one merely ascribing a check mark to "not necessarily," and another adding the comment "My previous experience in mainstream counseling substantiates that adolescents share common problems."

To the question "What is your greatest satisfaction in counseling CDD students," the counselors declared:

> Helping them to achieve their potential.
>
> Personal counseling.
>
> Limited caseload.
>
> To see their growth in all areas over the three years of high school: physically, socially, scholastically, attitudinally, emotionally!
>
> Having students and parents express gratitude for my help in reaching the goals of high school graduation and college.
>
> Seeing students respond to the stimuli of personal interest and attention [and] availability of educational sources.
>
> The love and warmth which goes both ways; the sense of being able to help.
>
> The smaller caseload enables the counselor to become very involved in the day-to-day process of each pupil in her group.
>
> Not crisis counseling. Developmental approach possible because of long-term relationship.

The following question was "What is your greatest frustration in counseling CDD students?" The counselors made their feelings known as follows:

> Students who cut [classes]. I've had minimal success in reversing this behavior.
>
> Programming absorbs much time and frustration but it does help the counselor to deal with the students more effectively.
>
> None.

> Rigidities as represented by host high school. Lack of psychological and emotional referral sources.
>
> The reluctance of a few students to come on their own for counseling and their failure to "follow through" on their own responsibilities.
>
> Trying to get the faculty to be less cynical and more giving of their knowledge, talent, and interest.
>
> The need for change in housing which arises and which we cannot meet.
>
> The physical arrangement of our office facility makes privacy needed in intensive counseling.
>
> Programming each student into [available] periods.

The next question asked of the counselors, who were all white, was "Do you think it would be advantageous to the students if the guidance counselors were of the same racial or ethnic background?" Three simply checked "not necessarily" without explanation; another two checked "no" without explanation; no one felt affirmatively. The remaining replied:

> Not necessarily. No lack of empathy; it is the quality of counseling rather than color that seems to count.
>
> Not necessarily. Again, people are people; sensitivity to the needs of counselors and awareness are never restricted by race or ethnic background.
>
> Not necessarily. It would be unrealistic for the student to expect any "special" treatment in or out of school. His experiences should include all people.

> Not necessarily. [There is] no lack of empathy; it is the quality of the counseling rather than color that seems to count.

> No. Youngsters need sympathy, understanding [and] knowledge. These things are not racially or ethnically determined.

The answers to the questions "What do you think is the strongest feature of the CDD guidance services? Why?" follow:

> The positive expectations of the student's achievement on the part of the counselor.

> Personal interest and attention--all students need this. CDD students respond and flower under it.

> Ready availability of counselor to all the students.

> Limited caseload!

> The low caseload because it allows time for in-depth attention to the case of each counselor.

> The focus of the individual pupil; small caseload.

> Smaller caseloads.

> The [counselor-client] ratio; the closeness with which the counselors work; the supervision by the administrative assistant.

> Intimate student-counselor relationship provides close stable element in youngster's high school career.

The responses to "What do you think is the weakest feature of the CDD guidance services?" included:

> Tutorial program.

> Pressure of time limits. Some of the drop-outs could have been retrieved if we could have them another year.

Not enough home contacts directly by counselor.

Programming; programming individual programs advisable.

The lack of privacy in the CDD office made confidential exchange difficult.

At our center--an ongoing group counseling approach.

None. All features are meant to help the student; however, the lack of privacy and the noise does distract from the guidance process.

Not enough secretarial help; too much paper work.

Tutorial service. Not generally available when youngster needs it and quality of tutor varies.

Additional comments in a "catch-all" question dealing with the program included:

Only one [comment]--I found CDD personnel [not teachers] very giving of themselves and their time in the school. Outside the school, bureaucratic callousness crept in everywhere.

In my entire teaching career, CDD is the most rewarding assignment I've ever had. One does see results!

APPENDIX C

RESPONSES BY CDD STUDENTS TO OPEN-ENDED ITEMS OF QUESTIONNAIRE

Students were asked if they preferred a guidance counselor of the same racial or ethnic background as themselves. Some of the responses included:

It doesn't matter. People are people.

Anyone that qualifies can do the job.

Skin color doesn't make a person.

Interested in mind, not race.

Another question asked what the strongest feature of the guidance service was. Some of the students used affective terms to describe the humanistic qualities they deemed important in the success of counseling:

They show concern for the individual student.

Helping the student in school and personal problems.

His ability to counsel.

Confidence.

One guidance counselor for a small amount of students.

Always around to help.

College entrance help.

His patience.

Counseling in problems with teachers.

> Help in subjects concerning future plans. Also a well-adjusted relationship with the counselor.
>
> Security and help for students.

Most of the other answers were in the same vein; namely, the counselor's characteristics and the type of assistance received. The use of affective terms was common in describing some of the humanistic qualities of the counselor.

Information was requested concerning the weakest feature of the guidance services. There were fewer responses here, some of which follow:

> Group guidance sessions; more is accomplished in a private session.
>
> When your program gets messed up.
>
> No understanding of lateness.
>
> Failure to tell you everything to help you.
>
> Not letting you know things in advance.
>
> Don't know.
>
> Guidance is always helpful.
>
> Because I need a break.
>
> Financial aid.

Students were asked how they would like to see the guidance service improved. They offered as suggestions:

> More counselors should be added to the CDD program.
>
> Yes, just put more power in the guidance counselor's hands.
>
> Trips.

Some teachers need to be out.

A whole lot.

O.K. as is.

By making his or her services more available.

Less group guidance and more private.

Female counselors and male counselors in order that students may be better able to relate or [be] advise[d] on personal problems.

Students were asked for any other comments they cared to make. The following is the complete list of comments made by the students:

Good counseling through my three years.

Perhaps a program for preparation of [New York State] Regents and SATs [Scholastic Achievement Tests].

It's up to the student.

Yes. Sometimes the counselor makes mistakes and they don't recognized [sic], instead they get upset and blame it on the students or they say something and later on they don't remember.

The whole program is shaky.

I have had a nice time in the CDD program.

Not only during the sophomore year should students be made aware of college programs available, but also throughout three years.

My counselor has been the best.

APPENDIX D

RESPONSES BY PARENTS OF CDD STUDENTS TO OPEN-ENDED ITEMS OF QUESTIONNAIRE

Parents were asked if they preferred an ethnic or racial similarity between the counselor and their children. Two replied affirmatively. There were only two who commented on the question:

> People are people at all times.
>
> It will make no difference whatsoever.

The following comments refer to what the parents thought was the strongest feature of the guidance services:

> Letting students know what is happening.
>
> Having contact with parent and communication with child.
>
> They usually try to instill scholastic excellence as criteria. [They] teach kids to aim high.
>
> Personal guidance.
>
> To get the student to comprehend the facts of life; to make him understand that a person without a proper education is a plus zero in this era we are living in. Tomorrow will be tougher yet.
>
> Always [the counselor] is available when needed.

Comments on the weakest feature of the guidance services follow:

> Add more counselors.

Counselor should visit the home.

Keep student up to date on current events.

I would like to see more counselors.

Parents were asked for any additional comments they cared to make. They stated:

All in all, we need guidance counselors.

I would had like [sic] for the counselor to had kept up a more personal bases [sic] with my child.

I feel the guidance counselor should contact a child's parent and discuss whatever weakness he sees in a child, so the parent may realize her child's action in school, good or bad.

I want to thank you and the faculty for the explendit [sic] results of your magnificent program for our citizen of tomorrow. May God bless you all and a very happy vacation.

APPENDIX E

RESPONSES BY TEACHERS OF CDD STUDENTS TO OPEN-ENDED ITEMS OF QUESTIONNAIRE

Some of the reasons teachers liked having CDD students follow:

> Much more conscientious.
>
> Smaller classes, double periods, enthusiasm in students, relation with counselors.
>
> They are more responsible and are better prepared.
>
> Their morale--a more advanced kind of student.
>
> They are more motivated.
>
> Chances for successful teaching are greater.
>
> Smaller classes, better behaved.

Terms such as "conscientious," "enthusiasm," "morale," "motivated," "relation with counselors" probably indicated the effects of long-term successful counseling. From this and other evidence discussed, it appeared highly likely that the work of the counselor was both needed and appreciated.

The ambivalent answers follow:

> Yes and no. On the whole CDD students are brighter than our average random student, but less responsible for assignments.
>
> Yes, because of potential and ability to verbalize; no, because of behavior of some and obstinance of the group. They tend to become cliquish.

The three "no" responses were explained by their writers as follows:

> Too often their problems interfered with their performance. Otherwise, their abilities ran the usual gamut from excellent to poor.
>
> Larger classes.
>
> They're a pain.

In the teachers' reactions to Items D and E, dealing with both how guidance had helped the CDD youngsters and the guidance help received by the CDD teachers, the mode for both questions was response value four, a "very good rating."

Suggestions were requested from the teachers in regard to the improvement of CDD guidance services. The following suggestions were made:

> Attempt more block programming, i.e., an entire class moving from Geometry I to Geometry II.
>
> Please do not select major subject classes to pull students out for guidance.
>
> Profiles on students could be more detailed.
>
> Back teachers more.
>
> Counselors should meet teachers more frequently.
>
> Better disciplinary corrective measures.

There was space for additional comments that the teachers cared to make. Some thoughts expressed follow:

> A stricter selective process in choosing entrants in the CDD program would be desirable.
>
> I feel that unfortunately too many CDD students coast along and do a minimum of work because they feel a special elite connotation of being in CDD.

Demand more of students.

Excellent program.

I'd be delighted to teach CDD classes any time. Students are terrific!

APPENDIX F

AUDIO TAPE TRANSCRIPTIONS OF THE STUDENTS' PERCEPTIONS OF CDD COUNSELING

The names were changed to respect the clients' anonymity. The designation "C" was used for counselor; "S" for student.

Case I: Wilbur

Wilbur was a pleasant young man who was often disheartened by his illness. His morale had to be bolstered continually if he were to survive. His brother had been in the program some years previously.

C: Wilbur, would you tell me about your family background?

S: My mother works at ______ Company; my father is a janitor. There are my brother and myself, so that makes four of us.

C: What does your brother do?

S: He's at ______ University; he was in College Discovery before; that's how I got in.

C: Did you ever speak to him in reference to CDD?

S: Well, I spoke to him about it sometimes, and he said if it weren't for CDD he wouldn't be able to get into college too well. He said it helped him quite a bit.

C: How?

S: The double periods and smaller classes. The teachers are more in contact with the students and they got along better.

C: You've had a series of absences. Would you want to talk about it a little bit?

S: Well, most of the time I'm absent for my diabetes. I have to go for medical appointments. Something like a cold or anything aggravates the situation and I have to stay out for a while. This year I had pneumonia for around two months.

C: If I were to ask you what you think is the strongest feature of CDD, what would you say?

S: Well, I would say the classes; the double periods were helpful.

C: Now, what is the second most important feature?

S: The second most? Well, I would say the guidance counselors. They call you down or they'll come to you to try to find out what's happening; they try their best to help you.

C: In which way was CDD counseling helpful to you personally?

S: Well, I had quite a bit of trouble at first adjusting to new classes and the way College Discovery worked. I sat down and talked out my problems and quite a few of them were solved.

C: When you say "solved," could you be more specific?

S: Well, I was sick this time; I missed quite a bit of school and my guidance counselor was nice enough and kind enough to go to my teachers and explain the situation. In doing this, the teachers helped me by sending homework home to me, which I was able to do and helped me to keep up with the classes.

Wilbur had neglected to talk about his mother's urgent calls about his despondencies, his reluctance to return to school, and the many sessions in which Wilbur and the counselor were engaged. Rather intensive therapy was employed by which Wilbur's will to work was sustained.

S: If I wouldn't have received the help I needed, I wouldn't have a chance. I probably would have failed all my classes.

C: How would you like to see College Discovery guidance services improved?

S: I really couldn't say I would like to see an improvement; I think they're doing very well right now.

C: Is there anything else that you would like to add?

S: All I'd like to add is that College Discovery has helped me a lot and I wish I could stay in even longer.

Case II: Vincent

Vincent was a Spanish-speaking youngster who was in this country for five years. He was continually unsure of himself and appeared to want an American adult model to emulate.

C: Vincent, I want to thank you very much for letting me interview you. There are ground rules. We want honest reactions and no "Watergating" here. [Mutual laughter.]

S: Right.

C: In order to evaluate what we have done that is right, or what we have done that is wrong, we must have honest answers.

S: I understand.

C: Vincent, tell me something of your background, or feel free to say anything that may be appropriate in your mind at this point.

S: [After telling of when he came to the United States and how he got into the CDD program, continued:] I achieved a whole life from the program because I picked up on my English and broke the language barrier.

C: What is your self-image?

S: I like myself; I'm an average person.

C: Do you feel you're adequate to handle most problems that come your way?

S: Right, yes.

C: What are your plans?

S: I'm planning to be a doctor. When I get my education I've decided to work for a better society.

C: Were you pleased that you were accepted at ________ University?

S: Of course, I was pleased. I didn't think I'd be accepted at that American university in the amount of time I lived in this country.

C: I see. Were you able to get a financial package?

S: Yes I was. They gave me $4,100 a year.

C: What were your greatest accomplishments at high school?

S: I feel they were the double periods in English and math, and the kind of counseling I had in this school. You know, they helped you in any kind of problem you had.

C: Can you be more specific?

S: The private meetings with the counselor helped you to deal with the outside world.

C: If you had an opportunity to improve the counseling service, how would you do so?

S: I don't really know, because any time I needed my counselor, he was there and I had no trouble, so I can't say how I can improve it.

C: How often did you see this counselor?

S: I spoke to him every day, in the hall, in his office and like that. I could see him four times a day and he kept me informed about different things.

C: What was your impression of him?

S: I felt very good when I spoke to him because he treated me like . . . a son.

C: What do you think was the weakest part of the guidance service?

S: Every time I needed help I received it, so I can't really answer that question. I also felt we were close friends, so we could talk and have a nice time.

C: What did you think of group guidance?

S: Very good. There were six or eight individuals and people were able to voice their opinions.

C: What would your second choice be in terms of the strength of CDD?

S: Small classes. You had a chance to relate to the teachers.

C: Would you rather see a guidance counselor of the same nationality as you?

S: I couldn't say that. His job is to meet with everyone and try to help solve problems of everyone. If he had a different nationality, that doesn't mean you'll get special services.

C: Supposing you had no guidance services at all?

S: I think it would be hard to "make it."

C: In what way?

S: If you don't have a person to guide you, how do you think you're going to deal with the problems you have? You don't know what you're doing.

C: Would your father be able to help you as much as a counselor?

S: I don't think so, because my father had no chance to get the education I had. He doesn't know as much as my guidance counselor, and he doesn't know anything about school things.

[Vincent had lost his mother two years previously. His father stayed home to take care of several children and was receiving public assistance.]

C: Do you feel the counselor was making decisions for you and it was easier that way?

S: No, I feel that he didn't rob me of my independence. He only gave suggestions or choices and I chose what I wanted.

C: You didn't feel a loss of manhood?

S: No. The reason you go to a counselor is to learn to deal with life's problems.

C: Thank you very much.

S: O.K.

Case III: Arthur

Arthur had been in CDD in 1965 and remained in the program until he graduated. He had gone to a municipal college and had lost some time there because of a complication. He had the advantage of perspective as he had been out of the program for four years. Arthur was a mature young man for his years, and he was most articulate; his responses were far more perceptive and sophisticated than the others.

C: Art, when did you come to this high school?

S: I came in September of '65 from junior high school number ____. Before I found out about College Discovery I had been very close with an art teacher there. This particular art teacher heard about College Discovery from a guidance friend of hers and thought that maybe I should look into it. The guidance counselor called me down and after having looked over my record and having seen my reading grades was a bit exceptional, and my income background, being that I was on welfare along with my mother. . . .

C: Excuse me for interjecting. Do you happen to remember what your reading grade was at that point?

S: The last reading grade I had was in the seventh grade, and at that time I had scored 10.3.

C: Do you remember what it was in mathematics?

S: In math, I'm not positive--I think it was a year or two below. I think it was nine something. Having talked it over with me, the guidance counselor wanted to discuss it with my mother. I thought it was a good idea; my mother liked it; and I applied to College Discovery and was accepted.

C: O.K., tell me something of your family background.

S: Well, I have one brother; he's five years older than I am. My father was killed shortly after I was born. My stepfather and mother broke up when I was around eight, so the last time he was in the house was when I was in the third grade. My mother originally came from North Carolina. I was born and raised in New York. After my stepfather left, my mother did domestic work for several years until I was in the sixth or seventh grade. She had then contracted arthritis, very severely, and at that point we had to go on welfare.

C: How would you characterize your general relationship with your family?

S: The only family I had to do with is my very immediate family. We didn't have very far-reaching ties in my family. My mother had always been very strict about two things: school and discipline in the streets. In other words, as she would say, when night came in, we had to come in. She was very aware that she was a woman alone, and in her idea of having had us come in before dark, she was trying to keep a closer rein on us. She was aware of the many things that can happen to you in the streets if you stay out, you know. She would prefer to limit our social ties for safety sake.

C: Would you characterize yourself or your family as being religious in any way?

S: Well, let me see. . . . My mother was much too busy trying to survive than to go to church. When she was working she was too tired to go. When she was on welfare, between being sick and trying to do what she felt her obligation in keeping the home clean, getting things for us, keeping things organized in our lives, she really didn't have the time.

C: You say you left home about three years ago. May I ask why?

S: Well. . . .

C: You don't have to answer any of these questions if you don't want to.

S: I know. I think the major reason was more or less my mother's upbringing. She had always said if you felt that you could do better or that you wanted to "order" your own life, it was time for you to "make it" on your own. Around three years ago I thought it was time for me as a man to see what I could do in the world by myself.

C: How old are you now, Art?

S: I'm twenty-two now . . . and I told her that I wanted to get an apartment. I had a job and I was still going to school. She said, "It'll be kind of difficult," and I said, "I think I can do it." And with that, she said, "O.K." I then moved out.

C: When are you due to graduate from college?

S: This August.

C: Is that in a four-year period or--

S: No, it's a five-year period.

C: Could you explain that?

S: Well, there was a personal complication involving me. . . .

[The counselor knew of the "complication," but the client hesitated and started to look embarrassed. In order to have the client feel as comfortable and expressive as possible, the counselor gave the student the opportunity to backtrack.]

C: You don't have to go into it if you don't want to.

S: Well, it's not really that important.

C: O.K.

S: But, you know, it was so that I decided to take some time off from school. I limited my programs to a rather small program.

C: Oh, I see.

S: So that I got a bit behind, and not wanting to overload my programs to catch up, I just let it go on as it was.

C: All right. Now, let's go back to College Discovery. You entered the program in what year did you say?

S: '65.

C: '65. I think you had me as an instructor in social studies in '66.

S: '66, yes.

C: And you were in the PDD, special College Discovery program at Columbia University in '66 or '67?

S: I was in all three years. The first year was the first year of College Discovery. They sent out postcards in '65. My mother thought it would be a good idea for me to get away from home, to go into a college atmosphere, and meet some people that had college level education; in other words, to get indoctrinated into the atmosphere of a highly educated situation. So she sent . . . I went in '65, '66, and '67. The first three years of the program I was there.

C: All right. You probably remember some of the important aspects of the CDD program. Which aspect of the program appealed to you the most?

S: Well, from what I experienced and from subsequent associations of other children that had been in College Discovery, I think the most important aspect was probably counseling; I think it was most important for several reasons. The type of people we were dealing with in College Discovery were low-income; consequently, they went to schools that weren't that good. They themselves were told that they weren't that good. One of the most important aspects of College Discovery that I noticed during the time I was here was that a student becomes and was made to feel he was important; he was made to feel that he was exceptional in some way; he was made to feel what he did, thought, and tried to do was important and could be accomplished by him. In other words, he got the whole thing about self-confidence being built up. I remembered as a tutor, half my job was not so much teaching a person how to perform an operation--let's say in math--but to have faith in the answer that he received. Ninety per cent of the time it was correct, but what happened--he went back and changed something. If he had the least amount of doubt, he assumed that he was wrong automatically, whereas if you instill a little self-confidence, build his ego a bit, made him sure of himself, he usually came through.

C: What subject areas did you tutor?

S: All math, from algebra to trigonometry, biology, chemistry, history, English. . . .

C: Oh my, practically all areas!

S: Just about, except language; language was never my strong point.

C: I see. What is your vocational goal?

S: I'm minoring in computers, majoring in economics. I'm going to graduate school. I talked to a couple of corporations that are organizing departments; they would need personnel with degrees in economics and ability to operate program computers.

C: I wish you luck.

S: Thank you.

C: Now, do you remember your group guidance sessions here?

S: When we first came into CDD there were all kinds of reactions to the program, some hostile and some not so hostile. We were able to talk things out in groups. Being able to have someone of importance to talk to, to listen, and in some cases to do something about the situation, helped us. If we ran into an authoritarian figure we couldn't deal with, there was a counselor that could deal with the situation. We developed a great new belief in this school system; all of a sudden, we had power to go to someone who would understand us. A person did have some say about what was happening; he did have some power; he wasn't just somebody that was being operated upon but somebody that was there and learning and was a person too--a whole person.

C: Can you tell me something about what you considered the second most important aspect of the program?

S: Well, I thought that the second most important aspect was the small classes. Obviously, the small classes allowed you to have had a more personal relationship with the teacher. By having this relationship, automatically you got more from the course; you got his personal touches, his personal ideas about whatever course it was. You were able to find out what flavor he added to the course, so that later on you could go away and have a better feeling for the course and about the person. You got more than what the curriculum merely called for, as the teacher was able to go more in depth, rather than having spread his time with a very large class. It also helped the class to develop more cohesively, because not only were you closer with the teacher, you were closer with the people in your class. With only sixteen people, there was virtually no one that you didn't know; no one that you didn't discuss something about the class, especially when it was easier to ask a question because everyone was familiar with everyone else. You wouldn't be looked down upon as the students knew of your capabilities; they had seen you in action in more than one situation. This provided us with a freer atmosphere to absorb information and to react to it.

C: Now, you remember me as a social studies teacher; how would you characterize the dynamics in that class?

S: Well, I remember that we went deeply--not so much in raw facts--but in putting facts together better, understanding movements in history, having a better concept of how one phase developed into another phase, how something that was once taught to us segmented became a whole panorama of times and people. It became easier to start thinking of historic events and historic people as just "older current events." In other words, it had some connection with us today; it had some thread of cohesiveness. I found that most kids enjoyed that class, because before they were just learning dates, they were learning names, they were learning events, but now they were understanding something. I also noticed another thing--the characteristic of the College Discovery students--they like to understand, not just to learn facts. I remember we used to have a lot of discussions about "Was that really how it happened?" or "Do you believe that's what caused something?" Tying things with today was very important with most of us, because most of us were very close to the community, very close with what was going on, very close to what you would say as the "current situation." It was important for us at that point to see things in school having some connection with things outside. That class gave us some viewpoint, some relationship to what we were learning, how things were the way they were, why people think the way they do think; and it was very important.

C: Now, you remember your experiences with PDD at Columbia, especially when I was both your teacher and counselor; how would you characterize that experience?

S: Well, I think it was profitable in that--especially--we had one book, "The Art of Loving," I remember that very clearly. Several other people that I spoke with, and I, felt it gave us a concise understanding of something that you developed once you were in a ghetto. In a ghetto you saw so many things, things that were bad, things that were good, things that were repugnant to you, things that attracted you; sometimes it was hard to deal with them, hard to organize them in your mind. I remembered "The Art of Loving" had sort of set up nonmoralistic criteria for understanding by allowing you to feel. By being more human towards the things that you're experiencing, and by being more human--able to give in to the human emotions that were necessary to understand them.

C: You remember the way I oriented the class. I started out with the self and then the inner-world, the so-called inner-world of community, and then we tried to branch out. We had, for example, "Out of the Melting Pot," I think that was the name, in terms of community groups. . . .

S: "Beyond the Melting Pot."

C: "Beyond the Melting Pot," thank you. Did you think that type of approach was helpful in guidance?

S: Yes, I thought it was helpful. It gave you a basis for thinking, a basis for branching out, a better view of the over-all world. At that point in our lives most of us had become more aware of our community, but not as much of the outer world as was necessary to deal with. In College Discovery the concept or drive was towards awareness and mobility; what was being done to us, we were being pushed upward into a broadening world; we had to organize our own world and understand the world we were slowly slipping into at the same time. This was helpful to us when you started asking us to conceptualize better our inner world and then gave us some picture of what the outer world was like. We had something more organized, something concrete in front of our minds that we could either agree with or not; but no matter what we did, we were building on that model.

C: Did you feel you were learning subject matter per se, or did you think you were learning methods and approaches and thinking, or both?

S: We were learning mostly methods. I believe . . . there were several times we actually did disagree with you, but we disagreed with the facts and not with the approach. I remember pretty distinctly . . . "Beyond the Melting Pot," that we said it's not really a melting pot because we know what our community is like: it's a black community, identifiable and separate from the rest. What we used to think as social cliques or gang groups were actually identifiable cultural bonds. You know, what we used to say was their "turf" we realized was their community also at the same time. People were basically the same, however, with different cultural embellishment.

C: Do you recall my being a "devil's advocate" . . . remember that term?

S: Yes. [Laughs.] We used to call that. . . .

C: And my approach was that this was not necessarily the way I thought, this was the way I was presenting a problem, or what some people might think, for your reaction. You found that helpful?

S: I found it helpful. Most people are weakest in actively defending what they believed in. The "devil's advocate" approach put us on a spot. We had not just to believe but understand why we believed, to delve into the emotions that caused us to believe what we believed, and to put it intelligently, coherently . . . you know, logically.

C: Did you get the feeling that those sessions were really group guidance sessions, rather than subject matter sessions?

S: They were group guidance sessions on a personal level. We were a group but we were all being taught something about ourselves as individuals. During the discussions we had to look into ourselves in order to discuss, and that was helping us to organize our own personalities, our own beliefs, our own tastes. Then, when we looked at the world we began to see the difference between our view of the world and other people's view of the world, and some other concept which you would throw at us that could be held of the world. We had to defend our point of view, give in to it, or deal with it--whatever was appropriate for the time. That process was making each of us more. . . .

C: More coherent?

S: A more coherent person, a more understanding person, a more aware person.

C: Do you think a special teaching experience, where a person tried to meet more intimately with students, was necessary as a prerequisite for being an effective counselor?

S: I think extremely so. I think especially so when you want to be a counselor outside your own cultural milieu. You could understand their thinking and their values better to help the students.

C: If you were in a position to change the counseling services for College Discovery, in what direction would you effect this change?

S: If anything I would break it down and make it [student-counselor ratio] even smaller, fifty to one, something like that. I think . . . I'm almost positive that the most important thing at this point is the student's mind . . . to make him realize what type of person he is; make him realize what type of world he's going into; make him realize what type of person he has to be to deal with the things he will come in contact with . . . to make him have a more adequate or accurate view of himself as an intellectual person, as a social person, as a human being . . . by giving him accurate views of these things, I think it would be much easier to concentrate on his work. I think the College Discovery kids' biggest problems are the psychological and social, putting ethics in the right direction . . . being aware of what they're really trying to do, even aware of what they want. Counseling and guidance is the only way to make them aware.

C: Suppose I were a member of the community school board and I was in a position to hire teachers or counselors and I would say to you, an interested person in the community, "I think we're going to hire more teachers instead of counselors because we have to teach the youngsters to read and write. We only have so much money and therefore we are going to have less counselors." How would you react to that?

S: I think they should strike a balance, so many teachers and so many counselors. We are terribly understaffed when we're talking about teachers, but I think it's more than of sufficient importance to warrant.

C: In what way?

S: To warrant the outlay of money in this way: you can't make a fifteen- or sixteen-year-old kid to learn if he sees no reason to learn to read; you can't make a kid learn math if he sees no value in learning math; you can't make a kid do anything at this age once he's in high school . . . unless you give him the stimulus to do these things. That means, in other words, the learning has to come within himself.

C: Well, suppose I say to you to let the math teacher and let the reading teacher give the stimulus. Where does the guidance counselor situation come in?

S: The guidance counselor does a much better . . . you know, you could find one math teacher that did a good job and interested his class and then one teacher here or there did a good job and interested his class; at the same time, this same child was not getting it in all the classes. What the guidance counselor could give was an idea of how much he was missing, how much of the world was not open to him by not having had the math tools, or the English tools, or the history tools, that were necessary. What a guidance counselor could give to him was to show him some of the awesome number of possibilities there were open to him. He could show him what it could mean if he's got an education; what it could mean if he truly understood the history lesson; what it could mean if he truly knew how to read . . . types of information he could gather. When the guidance counselor did his job and demonstrated to the child how tremendously he could be helped by using his God-given gift of intellect, that alone would arouse the curiosity that somewhere along the line had been killed. To learn, and that was all that was necessary in those people . . . give them the curiosity, give them the opportunity and they'll go get it, you know.

C: Suppose I were to characterize counseling as being a learning process in itself--a learning-teaching process. Would that be a fair characterization?

S: More than fair, probably one of the most important situations and it would be almost like a child learning again some of the important things of living. The child learned to walk, and in the guidance situation he would learn to walk mentally. The child learned, as he stood up, to look about the room to get a better view; in the guidance situation his mind would get a chance to stand up and look around. . . . It would perceive some of the incredible things about him. It would make him want to go and to touch them, to look at them, and really to have gotten something out of life.

C: Thank you very, very much.